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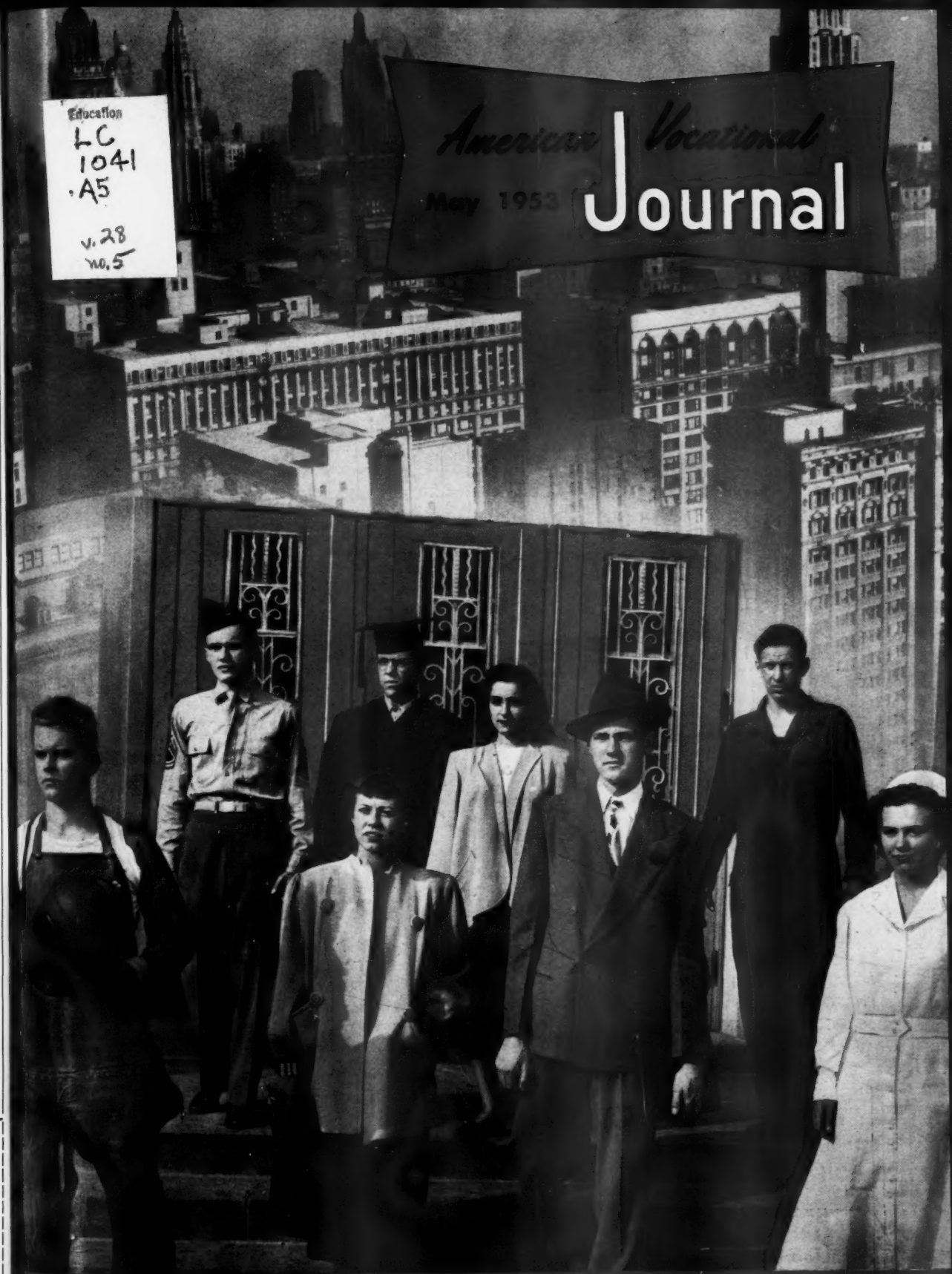

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American Vocational Journal

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Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

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May, 1953

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This month's cover salutes the graduates of Illinois vocational schools who are important contributors to the economic stability of their state and their nation. Illinois invites AVA members to attend the 1953 Convention in Chicago where they will have opportunities to visit vocational schools in the "windy city."

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

# American Vocational Association, Inc.

**The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.**

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**GUEST EDITOR'S PAGE**

# "Vocational education is for everyone who works, and in a republic everyone should work".

***By Dr. Vernon L. Nickell***
***Superintendent of Public Instruction***
***State of Illinois***


IN ILLINOIS WE RECOGNIZE that every boy and girl and adult needs the kind of education which will not only make him or her a good citizen and intelligent consumer but also enable him to become an efficient producer.

Today, as never before, it is necessary that our schools provide adequate educational opportunities for all of the people of a community, both youth and adults, so that they will have a true understanding of what we call the *American Way of Life*. A people's capacity for self-government is largely determined by its level of education.

The Illinois public schools are making a direct effort to provide a comprehensive educational program available to all of the people. To have a comprehensive program, the needs of individuals and the community must first be determined, and then an educational program provided by the school to meet these needs.

Education cannot be merely in terms of books, credits, diplomas and degrees. It must be education for living, which should include preparation for earning a living.

Vocational education must be an integral part of good education if education is to meet the accepted aims and purposes. It will fall short of the vocational aim unless at certain points and under certain conditions, conscientious, honest, and insistent attention is given to the training and development of skills necessary for vocational success. Vocational education is for everyone who works, and in a republic everyone should work.

*Vocational education, the oldest form of education known to man, is necessary as a means of competing in the struggle for existence and human progress.*

In this modern world of ours, standards of achievement are so high and competition so keen that the untrained person has small chance of success. Everyone is entitled to educational opportunities on a comparable basis as far as they desire them and are able to embrace them. A comprehensive program must include all forms of vocational education as well as the many areas in general education. Education for life cannot be separated from education to earn a living.

# FROM AVA HEADQUARTERS

FRIENDS OF VOCATIONAL EDUCATION—and there are many—are working diligently to prevent the proposed cut in the appropriation for carrying out the George-Barden Act.

**Drastic Cut Recommended** The cut, recommended by the new administration, proposes to reduce the George-Barden appropriation from $18,673,261 to only $14,048,870—a cut of $4,624,391 or 25 per cent. If approved by National Congress, it will mean a cut of 30.8 per cent for vocational agriculture; 30.3 per cent for home economics; 29.3 per cent for trade and industrial education; and an increase of 184.3 per cent for distributive education.

Severe as this proposed cut is, it is not as drastic as was once considered. At one time, it appeared that only $5,000,000 would be recommended for carrying out the provisions of the George-Barden Act. This proposal was averted by friends of vocational education.

**Land Grant Colleges** When the amendments to the Truman budget were first submitted to Congress by the new administration, they carried a recommendation to cut the appropriation for land grant colleges 50 per cent. A few days later this recommendation was withdrawn and the item was restored to the original amount submitted in the Truman budget.

Vocational educators everywhere were glad that the proposed cut of 50 per cent for land grant colleges was withdrawn. They have long recognized the importance of land grant colleges and the leading role they have played in training vocational teachers and in providing opportunities for vocational education of college grade.

**Was it an Error?** One House Subcommittee witness in discussing the sudden change of the recommendation for land grant colleges indicated that he thought an error might have been made in submitting the proposed cut for vocational education when he said:

> *"I assume from this overnight change in the land grant college item, with the thorough consideration that had gone into budget preparations, there was obviously an error of some kind, which raises in my mind the thought that perhaps a similar type of error in arithmetic or handling has occurred on this vocational education item. I do not know if that is true or not. I would hope that the circumstances are such that your committee may want to look into it rather closely to see if there was an error, on account of the way the other one was so quickly changed. Maybe this one had the same type of error in it."*

Unfortunately it was not an error—the proposed cut must have been deliberate. At least, it still stands and only Congress can prevent the cut from being made.

**House Hearings Completed** During hearings before the House Subcommittee that handles vocational appropriations a total of 64 people—*including 49 members of Congress*—testified or submitted statements in support of vocational education. Many asked for an increase in funds instead of a decrease. See page 36 of this issue of the JOURNAL for a list of all those who testified and submitted statements in defense of vocational education.

**Floor Amendment Indicated** As we go to press, the recommendations of the House Appropriations Committee are not yet known. Action should come soon. Should this committee recommend less than was made available for fiscal 1953 ($18,673,261) there is every indication that an amendment will be offered on the floor of the House to prevent a cut in funds.

Many Congressmen and Senators representing both major political parties are very much opposed to the proposed cut in vocational funds. They point out that vocational education should not be singled out for such a drastic cut. Budget estimates for other education and training items are not listed for such severe cuts. There are no proposed cuts for some and increases are recommended for others.

Those who are in favor of the proposed cut argue that states are in a better position to finance vocational education than the federal government. They point out that many of the states are not in debt and that some have a surplus of funds, while the federal government is more than $260 billion in debt.

Anyone who gives the matter serious and fair consideration realizes that vocational education is a *national problem,* just as is the defense of the nation. If federal funds are withdrawn, there will cease to exist a program national in scope. Instead it will operate on a hit-or-miss basis.

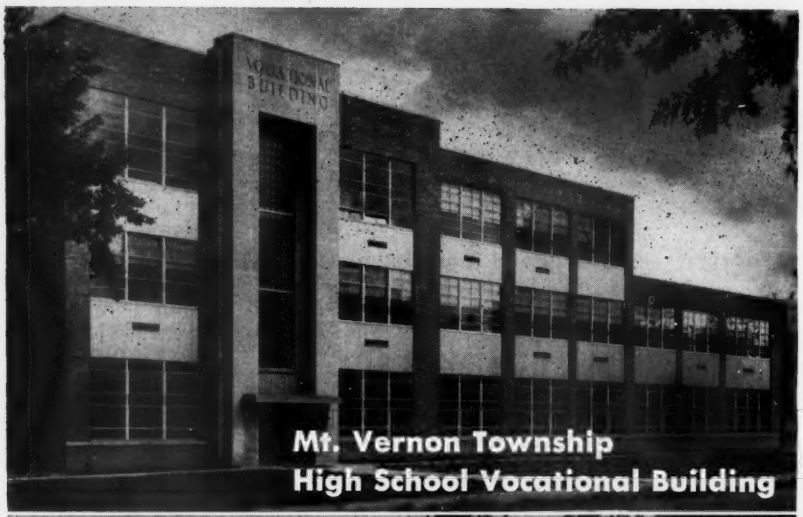
Programs in some communities would continue on a high-standard basis; while many—far too many in poorer communities where programs are needed most—would be eliminated entirely. In addition, programs in many places would be reduced to a very low, ineffective status.

The security and well being of the nation is dependent on a strong, effective program of vocational education. People must be trained for efficient production. It is a never ending process. People are not born with skills and knowledge. Each new generation must learn skills and acquire knowledge if a nation is to maintain a decent standard of living or even survive. Without federal support, which makes possible a nationwide program with national and state leadership, America's program of vocational education would soon deteriorate and become ineffective.

**Senate Hearings in Progress** Senate hearings on the appropriation bill that carries the vocational item started on April 23. They will likely close during the week of May 24. Several witnesses, including Senator Walter F. George of Georgia; John M. Lowe, West Virginia State Director of Vocational Education; Kenneth W. Ingwalson, representing the American Farm Bureau; Lewis J. Johnson, Vice President, Farmer's Union in Arkansas; and Charles C. Jones, National Cotton Council, have already testified in support of vocational education. J. T. Sanders of the National Grange, several Senators, and others are scheduled to appear before hearings are closed.

**Cut Would Cripple Program** State vocational

*(Continued on page 36)*




Mt. Vernon Township
High School Vocational Building

S. W. Olin Vocational School, Alton

# *the journ*

ILLINOIS WAS FIRST OPENED to exploration by the French explorers, Marquette and Joliet in 1673. The first town, Kaskaskia, was founded in 1703. Illinois was admitted to the Union in 1818 as the twenty-first state.

Illinois, the prairie state, with its thousands of acres of rolling land, has a wide range of industries and occupations. About 90 per cent of the area of Illinois is devoted to agriculture, which, with rich black soil, gives an annual income of nearly $2,000,000,000. Sufficient coal reserve lies under many of these areas to supply the entire world for over a century. In addition, many other minerals, including large amounts of petroleum, are found within her boundaries.

Illinois ranks third in the nation in the value of goods manufactured. Over one million of her citizens are employed in manufacturing plants while almost another million are engaged in business activities. The great metropolis of Chicago has the world's largest railroad terminal and its trackage branching out over the state makes Illinois second in total

Chicago Vocational School

# *nosalutes* ILLINOIS

miles in the nation. Transportation fields give employment to over one-third of a million people.

*And Illinois has an American Vocational Association membership of over 2,500, which far exceeds that of any other state in the Union.*

In 1907 the Illinois State Legislature authorized the appointment of an Educational Commission to study the entire school system of the state. During the year 1909-1910 this group spent its time in the study of vocational education for Illinois. Conferences were held with various groups representing all of the industrial, economic, and social interests of the state. Considerable interest was aroused but no definite action was taken by the State Legislature until after the passage of the Smith-Hughes Act in 1917. However, before the Legislature could take final action on enacting a law to create a state board, the session adjourned. In the interim before the next session, the Governor, by proclamation, accepted the provisions of the federal act and on November 14, 1917, created the Illinois Board of Vocational Education to which 4 members of his cabinet and the State Superintendent of Public Instruction were appointed. By acts of subsequent legislative bodies in Illinois this board has been increased to include 6 lay people and 5 cabinet members.

At the end of the school year in 1918, 21 high schools in the state had approved vocational programs with an enrollment of 1,774, and the sum of $17,802.64, which was all federal funds, was expended to reimburse them for their programs. The next session of the State Legislature, in 1919, made a state appropriation and of this amount, $61,460.92 was used to reimburse the schools participating in the program whose enrollment now totaled 23,033.

As the years have passed, each succeeding legislature has made larger and larger appropriations to meet the ever-increasing demand for vocational programs in the public schools.

At the end of the school year in 1952, the enrollment had grown to 105,087 in 624 participating high schools with more than 2,300 teachers. The reimbursement from funds appropriated by the State Legislature had reached $1,678,842.80, which constituted over 62 per cent of the total amount paid to the schools.

Vocational education in Illinois is an integral part of the Illinois public schools. Its primary function is to train the boys and girls and out-of-school youth in the state in a specific trade or occupational pursuit. When the adolescent enters the work-a-day world to make a living and establish a home for himself, he must carry with him the assurance that by his education and training he fits into the community at a point where he can earn a living through his ability to produce something of social value. It is the purpose of the Illinois Board of Vocational Education to provide guidance and assistance to the Illinois public schools to achieve these ends. The program for vocational education is organized into 6 major divisions, specializing in major vocational pursuits. These are vocational agriculture, vocational business education, vocational home economics, industrial education, vocational guidance, and vocational research and statistics.

### VOCATIONAL AGRICULTURE

According to available records the teaching of agriculture was started in 7 Illinois high schools in 1909. With the acceptance of the provisions of the Smith-Hughes Act, Illinois in 1918 had reimbursable vocational agriculture programs in 15 high schools, with an enrollment of 243. This program has had a steady growth over the years, and at the end of the school year 1952, there were 495 high schools in the state offering courses to 16,515 students. In addition to this number, 12,321 out-of-school youth and adults were enrolled in part-time and evening classes.

With Illinois ranking first in the nation in the production of soy beans and corn and one of the leading producers of dairy products, live-

**1953 AVA Convention State • where vocational education, as a successful, integral part of the public school system, interprets for all of the people the American way of life.**

stock, fruit, and truck gardening, vocational agriculture is a *must* in the course of study in the majority of rural high schools of the state.

Vocational agriculture in the Illinois public high schools prepares boys to enter the occupation of farming and upgrades the training of those now engaged in farming by intensive short courses. Group instruction is given in the classroom and individual instruction on the farm.

Training includes such items as soil treatment and conservation, crop and livestock production, farm shop skills, management and record-keeping on the farm, and rural citizenship. Illinois is justly proud of her well equipped modern farm shops which are found in over 80 per cent of the high schools offering vocational agriculture as part of their curriculum.

During World War II the War Food Production Training Program was an important activity of the vocational agriculture service in Illinois. The program was established in 400 centers of the state. Over 76,000 people were trained in food conservation, farm machinery repairing, increasing livestock and crop production and vegetable gardening. The end of the war saw the return of many veterans to the farm and nearly 40,000 of these G.I.'s have been enrolled in institutional on-farm courses in over 500 high schools in Illinois. Korean veterans are returning to civilian life, and programs are now being established to train hundreds of these young men in agriculture.

Agriculture clubs were organized in a number of high schools throughout the state in 1920. These Illinois clubs became affiliated with the Future Farmers of America in 1929, and at the end of the school year 1952, there were 487 active chapters in the state with a total membership of more than 17,000. Two of the National Future Farmer of America presidents and several other officers have been Illinois boys. One Star Farmer of America and 177 American Farmers have come from the ranks of the FFA in Illinois, and many boys have received establishment in farming awards.

The Illinois Foundation of Future Farmers of America, established in Illinois in 1947, was the first of its kind in the nation. It was organized to offer awards and recognition in order to stimulate a wide range of farming activities. During the year 1952, 317 boys received plaques and 1,705 received "chapter winner" medals in the awards fields. Financial contributions of many businesses, farm organizations, and individuals make it possible for the Foundation to carry on its work.

Local advisory councils are organized in most of the high schools offering vocational agriculture. These groups play an important part in each community in that they help to formulate plans and stimulate interest in the programs of agriculture for the adult and out-of-school youth to better meet the ever-changing and advancing methods in the field of agriculture. The council also gives valuable assistance to each local agriculture teacher in planning the high school program.

All teacher training in agriculture is carried on at the University of Illinois which has one of the largest courses in graduate work in vocational agriculture and also is widely known for its excellent off-campus teacher training program. Over 90 per cent of the vocational agriculture teachers employed in the high schools of the state are graduates of the University of Illinois.

#### VOCATIONAL BUSINESS EDUCATION

Prior to the passage of the George-Deen Act in 1937, which authorized the reimbursing of classes in distributive education, many schools in Illinois had offered courses in salesmanship. This subject, however, was not intended to be vocational in theory nor did it encompass the idea of cooperative education. In most instances it served as a one semester elective subject for those in the upper grades of the secondary schools.

In the first year that distributive education was offered in Illinois, 1938, only evening classes were operated in 4 schools with an enrollment of 250. During the next year the program was established in 2 high schools with 37 students in the cooperative day school program. In addition to this, evening and part-time classes were offered over the state, making the total enrollment 927. At the close of the school year 1952, there were cooperative programs in 52 high schools with 1,050 students and 3,051 in part-time and evening classes.

Another part of the vocational business education program is office occupations, which also operates on the cooperative plan for high school students. The first program was started in Illinois in 1945 on an experimental basis. The success of the original program has justified the continuance of cooperative office occupation instruction in Illinois. At the end of the school year 1952, there were 13 schools in the state with 262 students enrolled in this program.

Wholesale and retail establishments numbering over 135,000 do an annual business of 10 billion dollars a year in Illinois and employ one-fifth of the state's working population. In addition to this number of our labor force, many more thousands of men and women are in office occupations in offices, stores, and factories. These facts make distributive education and cooperative office occupations courses a *must* in all schools today that desire to offer a well-rounded curriculum to meet the needs of its citizens.

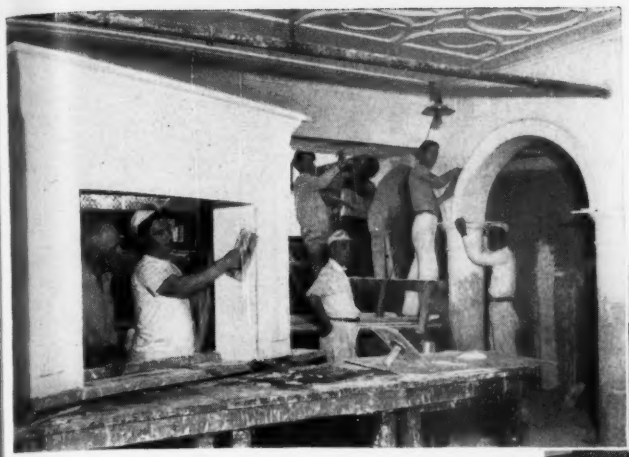
In Illinois distributive education is offered as a part of the school program to train those who go into business fields in order that they may have a better knowledge of the distribution of goods and services. It trains high school students who desire to begin employment and careers in the field of distribution as well as employed adults who wish further training in their chosen occupation. Distributive education has proven very useful to the business which has sought to reduce the cost of operation through improved training, skills, and understandings of marketing and merchandising.

Illinois has been a pioneer in distributive education in establishing successfully operated programs in communities with a population of less than 5,000. A brochure prepared by the service on the methods of evaluation of a local distributive education program has gained national recognition in this field. The cooperation of statewide business organizations has made possible the preparation of a film describing the activities of distributive education in our schools which has been widely used over the state.

In Illinois the schools have been successful in securing excellent laboratory equipment due to the splendid cooperation of local school boards and other interested individuals. The Illinois grain elevator program for adults, the only one of its kind in the nation, has been outstanding in its work in this field.

The establishment of cooperative office occupation programs in Illinois has come about not by promotion on the part of the state office but through the demands made by local business organizations. These groups have readily seen the advantage of having students trained in high school classes where they have obtained the skills and attitudes so necessary in the modern office today.

Immediately after the close of World War II, the Vocational Busi-



**Opposite: An interested JAC member (l.) and the itinerant instructor (cent.) view the progress of plasterer apprentices.**

**Below: Seniors have informal talks in a family living course.**

**Jones Commercial High School graduates work in General Superintendent Dr. Herold Hunt's office.**

**Above: An advisory council of adult farmers work together to plan for the year's program in vocational agriculture.**

**Opposite: Each Illinois program for building trades students includes construction of a house with a minimum of 5 rooms.**

ness Education Service was called upon to set up G.I. training courses to supplement in high schools throughout the state the on-the-job training in establishments that had been approved for business occupations. Several thousand veterans took various courses in these areas.

The Illinois Future Distributors Clubs started in 1945 with eight chapters and 111 members. Today, this organization has grown to 42 chapters and 702 members. The Illinois Office Occupations Association, started in 1950, now has 18 chapters with 300 members. Both of these organizations hold statewide conventions annually, which are very well attended. During the year the local clubs have banquet-meetings where all the cooperating employers take an active part. These clubs have been a vital factor in establishing excellent relationships between the school and the businessmen of the community.

Local advisory committees are formed in nearly all schools that offer distributive education and cooperative office occupations programs. These committees are composed of businessmen and parents who work with the local coordinator to formulate plans and discuss problems pertinent to ways and means to produce the type of subject matter and other details which will better meet the needs in these communities. Cooperative programs in the Illinois secondary schools have been a very important factor in helping to reduce school drop-outs.

**Guidance programs stress the importance of a wide variety of informational materials, as here displayed in this interesting corner of the library at Peoria High School.**

#### VOCATIONAL HOME ECONOMICS

In 1913 five high schools in the state had 123 girls enrolled in vocational home economics. At the end of the first year of reimbursed programs, 1918, there were 7 approved high schools with 135 enrolled. At the close of the school year in 1952 this enrollment had grown to 45,960, with 31,744 of this group in day school programs in 528 high schools.

Vocational home economics provides instruction designed to help build better homes, more stable families, and richer family living for all through better development of resources. In Illinois individual and group instruction is given the pupils and homemakers so that they have actual experience in solving practical problems relating to child development, family relationships, housing and home furnishings, family meals, family clothing, home care of the sick, buying, and home management.

Extensive improvements have been made by local schools in the post war years in adding new equipment in home economics departments. Much emphasis is placed on the directed home experience program, with teachers visiting homes to help with the pupils' projects and to work with the families. The home experience program for the high school students saw the completion of over 71,000 projects during the school year ending 1952.

Illinois was one of the first states to offer courses in family living for high school boys and girls in the senior year. Many high schools throughout the state have established the plan of bringing in groups of small children during the child-study unit.

The vocational home economics program for adults has grown from 3 classes in 1918 to approximately 600 organized classes during the past year. Illinois was one of the first states to develop 3-day summer clinics for adults to study specific problems. Over 2,000 women participated in special clinics last summer. Many schools have established advisory committees of men and women for the total home economics program.

Home economics clubs were organized in 4 high schools in 1921 with a membership of 123 students. In 1944 these groups in Illinois affiliated with the Future Homemakers of America. In 1952 there were 569 chapters and a membership of 23,622, which is the second largest in the nation. FHA, with its numerous activities, is an integral part of the vocational home economics program in Illinois. One of the highlights of the year is the one-week leadership training conference held each summer at Lake Bloomington near Bloomington, Illinois.

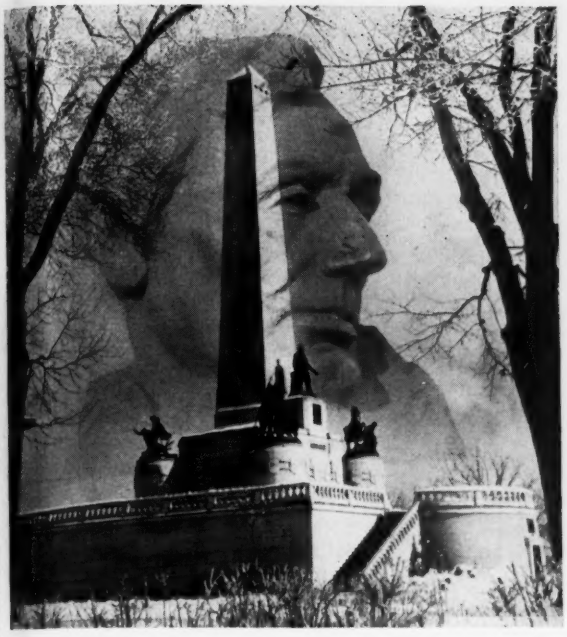
Teacher training programs for home economics are carried on in 10 Illinois colleges and universities, using a total of 60 off-campus centers each year. Illinois was one of the first states to offer short courses for in-service teachers to develop more teaching skills in specific phases of home economics.

#### INDUSTRIAL EDUCATION

There is a very close relationship between industrial arts and trade and industrial education in Illinois. Many schools use the same shop facilities and teachers for both programs. Although the shop facilities and teacher may serve both programs, the objectives and teaching methods vary considerably. All students have an opportunity to explore several fields in the industrial arts area before beginning preparation for a future occupation in the vocational trade and industrial program.

Shortly after the close of World War II, two full-time industrial arts supervisors were added to the state staff to devote all of their time to this program. In 1947 there were 288 high schools with industrial arts programs. Today, 425 schools operate one or more courses.

In 1918 the first day school trade



Thousands of visitors annually come to Lincoln's Tomb, Springfield. Photo courtesy Charles E. Carpentier, Illinois Sec. of State.

A DE student at the Olin Vocational School, Alton, learns how to fit shoes properly under the store manager's supervision.

and industrial program was begun in Illinois with 16 enrollees. Classes on a part-time basis, however, brought the first year's total to 1,221. The continuing demands of both industry and craftsmen have made a steady growth for trade and industrial courses in our public schools. At the end of the school year 1952, there were 26,170 enrolled in all phases of this program in 113 high schools.

With Illinois producing one-fifth of the nation's steel, a leader in furniture and farm machinery manufacturing, and one-half of its labor force employed in some trade and industrial occupation, training for upgrading men and women in these areas is a very important phase of vocational education.

Training is provided for employed workers in more than 60 occupations. On the secondary school level trade preparatory classes are given in 25 areas leading to training in order that students may enter as an apprentice in some specific trade.

One of the outstanding day school programs in Illinois is the building trades course which is taught in 31 high schools. At least a 2-bedroom house is built as a vehicle for instruction during each 2-year period. In the cooperative area, the diversified occupations program has had a steady growth in Illinois and today 31 schools offer this type of program. One of the outstanding features of the diversified occupations program in Illinois is that it is held to training in trade and industrial occupations only.

Due to the excellent cooperation of labor and employer groups, there has been a marked increase in interest in part-time trade extension classes which has brought large numbers of apprentices into the school training program. One of the pioneers in the state in this work was the Washburne Trade School of Chicago which began operating on January 21, 1919, with an enrollment of 25 carpenter apprentices. This school has increased in size until today it is one of the outstanding apprentice training institutions of its kind in the nation. It offers schooling to apprentices in the carpentry, electricity, plumbing, machinist, sheet metal, metal lathing, baking, steam fitting, painting and decorating, plastering, and sign and pictorial art trades.

The Richards Trade School for girls was opened in Chicago in 1945.

Chicago also had a very extensive and thorough program in the continuation school field where students are required to attend school for 8 hours one day a week. The first practical nurse training program in the state was started in Chicago in 1948.

In downstate areas itinerant teachers work out of the state office and meet in different cities for 5 days a week for training apprentices in the plastering trade. Adult classes are also conducted by itinerant instructors for Rural Electric Cooperatives. Conference leadership for management and supervisory training for foremen as well as technical workshops in special fields have been provided. Illinois has just recently completed a training course for school bus drivers in over 40 counties of the state. Another new program is being started to train local vocational directors, supervisors, and heads of departments to give supervisory training to industrial personnel in their local communities.

At the beginning of World War II, thousands of manufacturing plants in Illinois were changed from their regular production activities to making the munitions and machines of war. This brought on a great demand to train new workers and upgrade thousands of others to take their places on the production line. Over 100 high schools throughout the state participated in the War Production Training Program and nearly 370,000 workers were trained.

Vocational education in Chicago probably received its greatest impetus during the close of World War II when several school buildings were reverted to school use from military and defense programs. The close of World War II saw the return of many young men to civilian life with a desire to enter occupations in the trade and industrial field. Under the G.I. Bill of Rights thousands entered on-the-job training programs which were supplemented by instruction in evening school programs that helped train or upgrade veterans.

Both labor and management in

**Men as well as women learn the art of courteous service in supper clubs organized by home economics classes in Illinois community high schools.**

Illinois have cooperated to make the operation of local advisory committees very successful. In small communities this committee is composed of persons representing different crafts. In larger cities each craft has a separate advisory committee to work with local school officials.

The University of Illinois provides industrial education courses on campus and on an itinerant basis. A variety of professional courses are taught in various communities for in-service training of teachers who wish to improve their educational standards.

#### VOCATIONAL GUIDANCE

The Occupational Information and Guidance Service in Illinois has the direct responsibility of serving all the boys and girls in the 624 four-year high schools that operate some type of vocational education program. In addition, assistance is given to other secondary and elementary schools relative to guidance services for pupils and youth of the community.

Since the establishment of the Occupational Information and Guidance Service in Illinois in 1941, guidance programs in the schools have developed rapidly. In a general survey made at that time approximately 300 persons, including almost 200 administrators, were indicated as having assigned guidance duties. Data compiled on the basis of annual guidance reports as of the end of the school year 1952 revealed that there were 937 people in 298 high schools who had 5 or more hours per school week specifically assigned to guidance duties. Many other schools had persons assigned and were conducting on an organized plan certain activities of a program of guidance services.

Teacher participation is an important aspect of guidance services in Illinois schools. There is excellent cooperation among the Occupational Information and Guidance Service, teacher training institutions, and professional and lay groups in the development of guidance services. The Occupational Information and Guidance Service bulletin on providing guidance services has received widespread recognition. Ten institutions offer counselor and teacher training on the graduate level and cooperate with the state in providing consultant services to schools.

During the past several years approximately 200 schools have actively engaged in evaluative studies and developmental projects relative to their guidance services. Further in-service training for faculty members is provided through activities of the Illinois Vocational Association, the Illinois Guidance and Personnel Association – Area Guidance Round Tables, and other meetings of professional groups.

In Illinois vocational guidance is a distinct part of the educational program. It is an important factor in developing the maximum resources of our students. It functions at all grade levels of the school system, even before the pupil enters and after he leaves school. Well organized programs and activities throughout the state aid students to make intelligent choices and achieve satisfactory adjustment. They are important to administrators in planning more effective vocational education programs. In Illinois the goal of guidance services, to aid the individual to make a satisfactory living and a satisfactory life is being achieved in many communities.

#### VOCATIONAL RESEARCH AND STATISTICS

In 1945, the Research and Statistic Service was organized in Illinois to aid the other vocational services as a fact-finding and fact-gathering unit. Extensive data has been compiled pertaining to occupational, industrial, and agricultural trends for all counties and large cities. This material has been used extensively by local school administrators and members of the state staff in conferences with these officials to study occupational patterns and thus help in determining the proper vocational subjects to be taught to meet the needs of their communities.

The service also prepares an Annual Report and other statistical information, and edits the *Illinois Vocational Progress* magazine, published 4 times a year.

Illinois is proud of her vocational research library which houses over 10,000 volumes and hundreds of pamphlets of professional and technical nature in the vocational areas. Available for the use of the office staff and visiting vocational teachers are many hundreds of textbooks used in teaching vocational subjects.

* * *

In Illinois vocational education is an integral part of the school system. Illinois schools know that through vocational education they can provide adequate vocational training opportunities for all the citizens of the community so they have a true understanding of the *American Way of Life.*

By Dr. Morris N. Abrams
Agricultural Education
Department
Texas A & M
College Station, Texas

THE PROBLEM OF ORGANIZING instruction in vocational agriculture for adult farmers is a broad subject.

Because so many techniques are suitable for working with adult farmers, there is controversy about methods and procedures.

Outlined briefly here are some activities of a few vo-ag teachers in Texas who have successfully developed programs for farmers in their areas.

One Texas teacher worked with individual farmers on their problems until he became well acquainted in the community. Then he called a group meeting of farmers in his school district and, with the help of the area supervisor, an organization was formed.

Officers were elected and the organization named *The Farm and Ranch Club*. In addition, a committee was elected to work with the teacher in determining problems to be discussed at each meeting. For instruction, personnel from the college, other agricultural agency representatives, and the teacher, have been used. The group meets once a month. Interest and enrollment has steadily increased.

In case number two, the teacher made a personal survey of a sample of farms to become better acquainted with agricultural conditions in his community. After conferring with and securing the approval of his school superintendent, he contacted some of the farmers in a community in his district (where most of the farm people lived). After evaluating the potential interest in an organization, the initial meeting was held.

The teacher guided the farmers into the election of officers and selection of a program committee. Most of the instruction in this class has been offered through panel discussions made up of farmers in the community and other invited guests.

Case number three is somewhat unique. This vo-ag teacher had been in the community for only a few months and had started an agricultural program on the local radio station.

One morning when he was using the question and answer type of program he was asked if additional information was available and if it would be possible for a group to meet to discuss the agricultural problems of the area. He asked his listeners to let him know if they were interested.

Shortly thereafter, the first meeting was held. A committee of one representative from each community was elected at this time to work with the teacher in planning subsequent meetings and programs.

Through the help of the committee, the teacher arranges meetings, announcements, and problems for discussion. Attendance at monthly meetings for the past year has ranged from 35 to 200 farmers.

In case number four, the teacher has organized groups in 5 communities located in his school district. This year, with the cooperation of the Rotary Club, the Chamber of Commerce, and the FFA chapter, he has launched a community improvement program. A contest offering 3 cash awards to communities and certificate awards to families has been developed. It is divided into home improvement, soil and pasture improvement, and community improvement.

This teacher works with each community in meetings. In addition, he plans meetings with farmers on problems in agriculture.

In case number five, the teacher began to provide organized instruction for farmers through an advisory council. Two separate classes in 2 communities are organized. Each class has officers and program committees that work with the teacher in planning organized instruction. Farmers, representatives of agricultural agencies, and the teacher offer instruction. The participants believe in this activity so strongly that they have gone into other school districts to assist 3 other teachers in the development of similar programs.

The sixth and last example is that of a teacher who uses an entirely different approach. He has developed a civic-agricultural club, with officers, a constitution, and by-laws. Members pay annual dues and attend monthly dinner meetings. The board of directors is responsible for each program. This organization has been very successful.

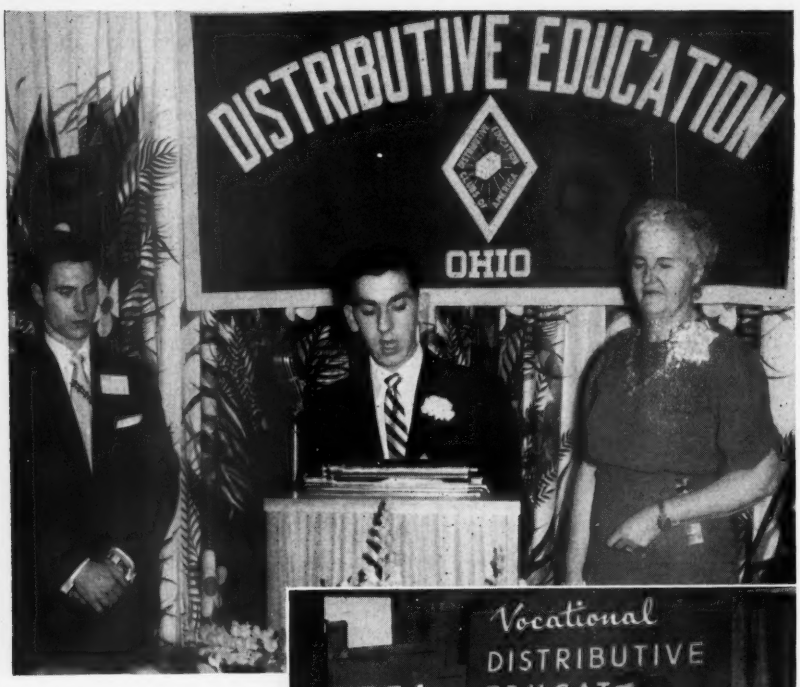
The foregoing examples are samples of some of the activities for adult farmers that have been developed by teachers in Texas. We realize that many different types of programs exist in other school districts. The basic principles in the more successful ones, however, are practically the same. Good programs are developed by interested persons on the basis of their own recognition of needs. They are administered and controlled by members of the group. The main responsibilities for the vo-ag teacher are promotion, assistance in planning and organizing, and follow-up.

Whatever method is used, the abilities and capacities of the interested farmers should be recognized and used to the fullest extent if we are to have a continuing functional program of adult education in agriculture. This may be achieved by developing with the teacher the philosophy of such a program in his pre-service training and providing him with opportunities to observe and participate in such activities during his student teaching period. He should have assistance from supervisors, teacher trainers and other teachers in an in-service training program. Above all, he must believe that adult farmers can be organized and that he can develop a program of organized instruction for farmers in the school district where he teaches.

# Texas Takes a Bow

## for

## expert organization of adult farmer instructional programs



**Above: Connecticut receives a DECA charter. Opposite: Howard Gifford, Branch Manager, Dayton's Kroger Company, greets Earl Hoyer, new DECA Vice President (center); and Bob Alexander, Ohio delegate.**

# DECA goes to Dayton

CLEANCUT AND EFFICIENT, the more than 400 high school boys and girls who attended and directed the 7th Annual Convention of the Distributive Education Clubs of America (Dayton, Ohio, April 12-15) gave their nation's economic outlook promise of staunch foundations.

With veteran technique, distributive education students from 23 states met in a 4-day conclave that was a whirl of parliamentary rule, study, recreation, and serious consideration of their '53 theme: *Youth Looks to Retailing.*

And the adult sponsors—they went home with newer, stronger faith in the capable youngsters they're training today to handle tomorrow's merchandising.

More than one State Supervisor of Distributive Education spoke for his colleagues throughout the nation when he said:

"Those boys and girls are marvelous! Their convention know-how, their poise and their ability is absolutely inspiring!"

In the absence of President Harrill Jones, N. C., who is serving in the U. S. Armed Forces, Vice President Ted Harris, Montana, expertly directed general meetings. Committee work, tours, demonstrations, and exhibits were pleasantly supplemented with entertainment, contests, a banquet, and a dance.

Dayton's Kroger Company played host at breakfast; the Rike-Kumler Company sponsored a demonstration sales contest and a luncheon. The National Cash Register Company offered the latest on "Sales Training Today."

In the official convention program, 34 firms and organizations were offered appreciation for their contributions to the success of the meeting.

New national officers elected in Dayton are: Otis Snead, Texas, President; Earl Hoyer, Ohio, Vice President; Jane Hall, Tennessee, Secretary; and Earl Springer, Virginia, Treasurer.

Mary Ann Lee, Ohio, is Historian, and Burton Risser, Kansas, Parliamentarian.

Vice Presidents for specific activities are: Bill Straub, Arkansas, Public Relations; Louis Mintz, Georgia, Membership; Jack Curren, Oklahoma, Publications; and Roy Rumfield, Texas, Convention.

Associate Vice Presidents are: Buck Bishop, South Carolina, Southern Region; Theresa Tisca, Connecticut, Northeastern Region; Gary Babecope, Indiana, Central Region;

and Ardith Maude, Wyoming, Western Region.

A highlight of executive proceedings was the presentation of a new charter of membership in the Distributive Education Clubs of America, Inc., to the state of Connecticut.

### Adult Sponsors Employ DECA's First Executive Secretary

Important announcement of adult sponsors who had many planning sessions was the appointment of George Stone as the first Executive Secretary of DECA.

A successful Coordinator of Distributive Education in Orange, Texas, Mr. Stone will officially begin his new duties on July 1, 1953. He will devote his first year of service almost entirely to the establishment of the DECA Foundation. The Foundation provides retailing, wholesaling, manufacturing, and civic organizations with an opportunity to cooperate in furthering the program of DECA. It annually provides financial awards to deserving DECA members who have achieved distinction in their supervised programs.

Marquerite Loos, Ohio, is President of the Board of Trustees; Ralph Rush, Virginia, Chairman; P. B. Waters, South Carolina, Secretary; and H. D. Shotwell, Kansas, is Treasurer. John Waldeck, Colorado; M. J. De Benning, Oklahoma; Laura Nicholson, Montana; Alice Pipkin, Georgia; and K. Otto Logan, Washington, are members.

Members of DECA's National Advisory Committee are Mrs. Mildred Cassidy, Wyoming, Chairman; T. Carl Brown, North Carolina; William Logan, Ohio; Brice Cecil, Texas; and Marjorie H. French, Michigan.

* * *

DECA's Convention story, brief in review, is full of meaning.

To distributive educators it is reaffirmation of their conviction that their program has singular importance for their students. To DECA itself it means triumph . . . wide spread, spontaneous growth in 7 short years. To the nation as a whole it means reassurance for the future.

AVA, as an official sponsor of this important youth organization, acknowledges and appreciates a good job well done.

Congratulations, DECA! We wish you many more years of success.

**Darlene King, DECA Nat'l Secretary, with friends Earl Hoyer and Bob Alexander.**

**George Stone, newly appointed Executive Secretary of DECA.**

**DECA Regional Vice Presidents are, l. to r.: Gary Babcock, Ardith Maude, Theresa Tiska, Buck Bishop.**

**DECA's President Otis Snead (l.) congratulates V.P. Earl Hoyer. Other national officers complete the row of DECA smiles!**

Look closely and you'll find that

# *administrators are people*

*says*

***T. Joseph McCook** **
***Superintendent of Schools***
***Haverhill, Mass.***

THE SUPERINTENDENT OF SCHOOLS is a public relations control for the entire school operation. As executive officer of the school board and administrative officer of the school system, he has tremendous influence.

Public relations that lead to adequate support will be considerably jarred if he is not closely studied in your overall plan for obtaining support.

Whether he is for you or against you—a good salesman would recognize the fact that he is a busy person.

When you plan to involve him in trade and industrial education; when you prepare your plan of improving his understanding and recognition of what is done and what might be done; try to time your approaches so that they do not happen at a very busy time. Try to make them continuous and tactful, rather than bellicose, urgent, and demanding.

The right approach is the quiet steady action—the timetable for which is prepared at least a whole year in advance. For example; taking the Superintendent over the entire trade set-up of a large school and showing him all that you are doing and desire to do—*at one time* —leaves a pretty jumbled general picture. It would be much better to prepare a highlighted account of one department and its needs, spend time on that one phase, listen and note his questions as he makes a personal inspection, then send him a follow-up with all the facts for his file.

The superintendent should be provided with information in brief form for his monthly report to the board. His first glimpse of what is expected for annual financial support should not arrive when all other requests are coming in for formal budget preparation. Bring him in for lunch at the school and prepare gradually so that your financial needs in particular do not hit him all at once or at a time when he is being hit from all sides.

Bring the superintendent into the picture with your staff for 'bull sessions' during the year. Involve him in planning for long range objectives with a tentative time schedule over a period of years for working toward desirable objectives.

Involve him in a job analysis of personnel so that common understandings about acceptable teachers are reached. Such standards should be adopted before pressure is on for the appointment of someone who is below the high ideal usually agreed upon in advance planning.

Keep the superintendent's office file supplied not only with the usual legal school reports and statistics, but with:

A loose leaf scrap book (file size) of clippings in the daily papers and periodicals about the doings of your trade school and the success of your graduates.

A summary of the laws relating to vocational education and how the school system benefits by them.

Periodic write-ups on how social and cultural values are transmitted by trade education.

Taped or recorded programs from the trade school classroom. (The superintendent can listen to these at his convenience.)

Recorded comments of plumbers, auto-mechanics or welders as they attended one of the school's periodic clinics on latest trends.

Ask the superintendent's help and that of the school principals as you work out the curriculum for your school. People in at the planning state are far more understanding of the final decision.

It has become traditional practice for trade educators from the system as a whole to live closely only with those who understand their form of education, thus insulating their school from the larger public.

If such a withdrawal has taken place, in my opinion it would be wise to ask the superintendent's help to make it possible for the entire trade and industrial faculty to be made an integral and important part of the entire faculty of a city again. We are all concerned with the importance and unique function of education in a democracy. Let's make some sacrifices of pride if necessary to present a united force fighting for the democratic ideal.

When you approach a superintendent, particularly one who is not over-enthusiastic about trade and industrial education, *it is not recommended* that you prove to him that he has been wrong in what he has been doing. Human beings do not enjoy being told that they are wrong or have been wrong. Self-realization of a wrong attitude will result in a faster correction.

If your conferences with the superintendent involve complaints he has heard about trade and industrial education, note the complaint, read it back to him, and having effectively recognized it, you have saved much valuable time. Follow up on this complaint after your conference and send a written memo to him, briefly explaining your disposition of the case.

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** Taken from the speech presented by Mr. McCook at the 1953 North Atlantic Regional Conference for Trade and Industrial Education, New York, N. Y., March 30. This conference was held under the auspices of the Division of Vocational Education, U. S. Office of Education.*

Keep him continuously informed. Make every effort to open and keep open, more channels of communication. Carefully document each of the studies you make so that the entire staff of the vocational school is sure of their common ground.

There is no stronger base for good public relations with the superintendent and principal than a student body that has an excellent program and knows it. This base combined with a good staff doing a good job consistently impresses even the most reluctant principal, superintendent or school board.

In striving for real teamwork—involving all "key" personnel, try out the following questions on yourself:

Do we know where we are going?

Does he know where we are going?

If we both know—is the goal mutually understood?

How long has it been since provision was made for principals to visit and examine what you are doing in trade and industrial education?

Have you had them in for business and social reasons and kept them informed, first-hand, about what is going on? Do they know all about it when you offer a new trade—the equipment—the layout—the curriculum? Have you done enough for each of them in a personal way so that they have a personal interest and feel a personal responsibility for the successful continuance of your program?

Principals vary as you and I vary. Although you may not wholeheartedly agree, they are as human and as good or as bad as we are. They include all ages and have been conditioned by all kinds of information (right and wrong) about trade and industrial education.

There are some who are *for* you. (In general, this group knows what you are doing) There are some who have opposed you and may continue to oppose you for either real (this is entirely possible) or fanciful reasons. There are some who have only recently found out that man may express himself by speaking, by writing, or by the creative use of his hands. Good principals realize that a man may consider himself successful if he has developed these 3 capacities to the greatest extent of which he is capable.

There are principals who envy you and your instructors because they know that they are inept mechanically, and they set up their personal defenses by relegating you and your trade education to the lower estate which serves the "non-intellectual." There are principals who wish they could measure, in earning power, as soon as you do—the success or failure of their educational program.

Your strategy for enlisting the support of principals will *in no instance* come from a series of *gripes* about how uncooperative they are.

First, how well do *you* know what *they* are doing? How can you help them? You have in the past converted many successful products out of what they dumped in your laps. Did you rub it in? Or did you arrange it so they felt they were partially responsible for the success of their former charges? Good public relations flow out of mutual respect and understanding. Keep both ends of the street open. Don't expect everything to go your way.

Do you work out cooperative socials with the high school? Do your boys play on the high school varsity? Are rivalries among your boys and the high school students developed to such an extent that these future school committee members are made partially blind to the educational advantages of both programs?

Be interested in the principal's work and he will be more ready to interest himself in your work.

Bring him into the school—let him use the tools and machines—get "his boys" to show him the ropes. Give him an opportunity to shake off his doubts. Feed him. Let him sing with your boys or girls in assembly. Send him materials about the school for his teachers. Work with him on guidance problems. Send him follow-up reports—in the mail—and through his former students. Give him a chance to speak to your students. He may have more in him than his previous comments would indicate.

If he is a staunch supporter, don't lose *him,* by neglect. Make him a stronger supporter and ask his help with other principals. Superintendents and principals who seem impossible may sometimes be strongly influenced toward change in a meeting of their own groups. Find a way to take them on as a group. The group may influence your non-supporter.

Many of these suggestions would also bring about support from school boards. If the superintendent and the principals are supporters of trade and industrial education, the school boards may look on it with much more favor.

School boards are very much impressed by good, active, *advisory boards* who represent labor, management and the trades through lay citizens.

School boards, in their legal responsibility, enjoy a good conscience when they have all the facts on which to base their decisions. It is well to send any factual material to them, through the school superintendent.

If possible, involve as many individual board members as you can in personal visits to the school. If the superintendent is not along, send him a written memo of their visits and reactions. Invite the board to attend school functions and don't give up hope if some individual members never appear. They may still be interested.

* * *

Realizing that I have probably left many things unsaid, I am reminded of John Greenleaf Whittier who, many years ago, way up in Haverhill, Massachusetts, said: "How little I have gained . . . how vast the unattained."

*"Reason with them," urges Superintendent McCook, "if you can reach their reason without losing your own."*

# *Now is the time . . .*

## for all good business teachers to re-examine their programs!

OF FIRST CONCERN in discussing the teaching of clerical practice in secondary schools is to make certain that we have mutual understanding of the term. This subject, like general business, is called by many names and has many interpretations.

For the purposes of this discussion, clerical practice will mean a non-stenographic course in a total program of clerical training. Clerical practice is a terminal course offered throughout the senior year or during the spring semester of the last year of high school. Primary purpose of a clerical practice course or subject is to provide a field of specialized preparation for pupils who, because of aptitude and/or lack of placement possibilities in the stenographic field, can, with advantage to themselves and future employers, enter upon full time, gainful work as a general office clerk.

A good general clerical practice program takes into consideration not only the slow learner who can only hope to be proficient on simple repetitive tasks, but it will provide also for the normal or gifted student opportunity to prepare for a specialized clerical area, such as payroll clerk or comptometer operator.

While most clerical jobs are threshold jobs used only as a steppingstone to higher classifications, there are some that require considerable ability and offer opportunities for semi-executive abilities with salaries commensurate with skills required.

Clerical practice may, therefore, be a whole program made up of many subjects such as typewriting, filing, office machines, recordkeeping etc.; or a single terminal course.

In large high school organizations, there could well be opportunities for a high degree of specialization for accounting clerks, payroll clerks, machine operators, file clerks, and others. Small schools will, of necessity, have to restrict their clerical programs to include the basic clerical training such as clerk-typists and perhaps filing.

**By Arthur L. Walker**
**Virginia State Supervisor of Business Education**

A NOMA salary survey of a large southern city in 1951 has some interesting information concerning salaries of various office employees, including highly specialized secretaries, stenographers, and general clerks. This survey covered 3,856 office workers distributed in 92 representative business firms and included both large and small offices. One of the most significant revelations of this study was that 3,137 out of a total of 3,856, or 81 per cent of all office workers, were non-stenographic. This proportion may be slightly higher or lower in other specific areas but it is approximately true for the entire country as a whole.

What does this fact mean for curriculum planners? Is it possible that our schools are giving an overemphasis to the stenographic phase of the secondary school business training program to the detriment of functional preparation for the enormous demand for general and specialized clerical workers?

Second, it is interesting to compare the median weekly salary of the various classifications—446 workers, or about 11 per cent of all the employees surveyed in the 92 firms, were accounting clerks with a median weekly salary of $75 for men and $58 for women in Class A jobs.

In Class B jobs, the median salary was $55 for men and $42 for women. There were a total of 1,419, or about 38 per cent of all employees, working as general clerks with a median salary of $63 for men and $44 for women in Class A jobs. The median weekly salary for Class B general clericals was $48 for men and $37 for women. Men in the general clerical classifications totaled 295, or about 25 per cent of the total persons employed in those classifications. The relative percentage of men in the field of accounting clerks, general clerks, and payroll clerk classifications indicates a stronger demand for men clericals than the enrollment in the business courses in the public schools would indicate.

Secretarial and stenographic groups were made up exclusively of women, totaling 870, or about 22 per cent of the total working force surveyed. Median weekly salaries for private secretaries was $55; for secretary-stenographers, $48; for stenographers Class A, $47; and for stenographers Class B, $44. Median weekly salary for the 66 transcribing machine operators was $40, about the same as for typists, Grade A. The clerk-typist group totaled 435, or approximately 11 per cent of the entire group, with a median weekly salary of about $40.

The fact that 293, or 8 per cent of all workers, were classified as full time machine operators is significant; but when 446 accounting clerks and others who obviously make large use of machines are added, the emphasis on office machine training of various kinds becomes apparent.

Whether we consider a differentiated clerical practice program running 2 or 3 years of the high school experience or a clerical practice course taken during the terminal year or semester, we will be confronted with attracting those pupils who can best serve their own interest and the good of the community by enrolling in the clerical practice program or course. Hence, the first problem is that of student selection.

All of these questions must be answered before attempting to initiate a clerical practice training course in the secondary schools.

*Who should be counseled to take the clerical practice program?*

*Should clerical practice be set up as a course that primarily appeals to and serves only the low-ability students?*

*Do clerical jobs require, for some tasks, high level ability?*

*How many clerical employment opportunities exist within the school service area?*

*Is the demand for clerical workers being met?*

*Can we, in good conscience, counsel high-ability students into clerical practice with the hope of advancement to higher levels of employment?*

*Is clerical practice training a responsibility of the schools, or can it better be done on the job?*

*If clerical practice training is a responsibility of the public schools, what physical equipment is necessary to provide a good training program?*

*Is part time occupational experience an integral part of clerical practice training?*

In planning a clerical practice subject for the senior year, it is necessary to take stock of the elements of clerical practice that have been provided in previous or parallel courses. Several of the business courses ordinarily found in the average high school contribute very significantly to the training of certain types of clerical workers, for example:

*Business arithmetic:* payroll or figuring clerk
*General business:* general clerk, mail clerk, etc.
*Recordkeeping:* accounting clerk, record clerk, payroll clerk, etc.
*Filing:* file clerk
*Office machines:* various types of special machine operators
*Fourth semester typewriting:* clerk typist

For purposes of this discussion a clerical practice course will be considered a 100 clock hour course running throughout the senior year or during the terminal semester on a 2 period basis.

There are 2 rather distinct types of instructional materials that must be considered in organizing a clerical practice course. One deals with basic understanding, social competence, occupational competence, personal attributes, and other intangible qualities requisite for success in any occupation. The second phase of the clerical practice course is concerned with the acquisition of technical skills.

How is the teacher or curriculum planner to go about the job of determining valid content of these 2 areas? The first requirement is for the teacher himself to be occupationally competent through work experience and active contact with business. High proficiency in this respect can come only from actual work experience; job observation; job study and making job analyses; continuing contact with businessmen through service clubs and professional organizations such as NOMA; and through active coordination of part time work programs.

The course in clerical practice will provide the student opportunities for acquiring information through work experience, reading, and study of the following:

Knowledge of employee-employer relationships—the importance of observing lines of authority when presenting suggestions, requesting information, or presenting grievances.
A knowledge of the organization of the business, its policies, procedures, fringe benefits, and reputation in the community.
Job relationships within the business, the organizational chart showing lines of authority, and functional relationships.
How to work under authority—following directions.
Working with authority—giving directions, supervisory responsibilities.
How to assume responsibility and authority—independent judgment making, temperate aggressiveness.
The place of planning and organizing for efficiency — establishing work routines.
Selection and purchase of office supplies—source of supplies, knowledge of product, and discrimination in selection.
How to establish standard work routines—a knowledge of work simplification, time and motion study.
The value of fidelity—necessity for keeping confidential matters in confidence.
The value of tact and diplomacy.
The value of neatness and good address.
Ability to meet people well—selling the company through one's personality.
The exercise of initiative—selling ideas to top management.

The foregoing are the factors out of which success is made. They are the intangibles that are most important to the employer. They must be consciously taught by providing for discussions and experiences in and out of the classroom.

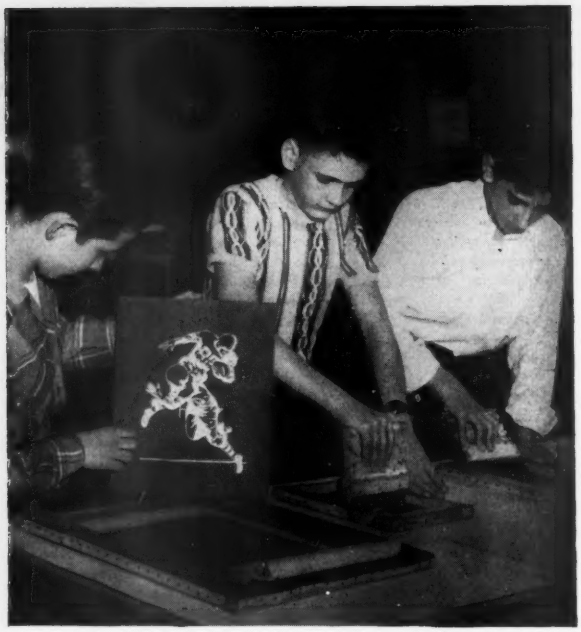
The second phase of the clerical practice training program deals with skills, duties, and techniques involving:

Mailing activities
Indexing, sorting, and filing
Clerical typewriting
Duplicating machine operation
Auditing, comparing, organizing, verifying, and confirming
Computing with adding machines, calculators, and mental processes
Entering—recordkeeping
The use of the telephone in business
Use of sources of information—directories, V.I.P. files, outside contacts, etc.
Use of office appliances
Skill in the use of transcribing machines
Duties of receptionist

There is an urgent and continuing necessity for business curriculum planners to make an objective study and analysis of clerical duties and activities required for success on the general and special clerical occupations.

Every teacher of the clerical skills and knowledges should carry on a continuing project in job analysis. Such an effort will achieve not one but two worthy ends besides providing valid information for curriculum adjustment. The analyst has through this means a natural and ready entree to the business office of her community. This procedure provides one of the best means of establishing confidence and wholesale working relations between the business teacher and the employers. Personal experience gained in making more than 100 job studies has demonstrated to the writer that business men, generally speaking, welcome such a study and are eager to have the results for their own information and use.

**The ability to follow directions is an important qualification for a clerical career.**



**Cleveland's Nathan Hale Jr. High School supplements natural daylight with artificial lighting over individual work areas.**

## Industrial arts teachers: You may have the latest in equipment and techniques, but—

# can your students see?

EVERY SCHOOL system at one time or another is confronted with the problem of providing better "seeing" in classrooms, school shops, and laboratories. Usually this means better lighting, but it often means painting too. In many cases the financial status of the school hampers progress toward improved "seeing" in buildings. To argue that a program to improve light is expensive, however, is to imply that good sight and accidents are unimportant.

Problems of illumination require the expert knowledge of an illumination engineer and we hasten to add that we do not expect to replace such an expert with suggestions presented here. The ideas which follow will serve to point out that "illumination" is "seeing" and "seeing" may be more than lighting. These suggestions should also make it possible for the industrial arts teacher or supervisor to work intelligently with an illumination engineer.

You, perhaps, have always understood that natural light is the best light. This idea is widely accepted together with the belief that banks of windows along one wall of a room will furnish all the light necessary for day-time instruction in most situations.

Tests show, however, that there is a surprising decrease in daylight illumination as the distance from the windows in the average room is increased. Furthermore, natural lighting can vary considerably in a matter of minutes as clouds change the day from bright sunlight to cloudiness, and back again to sunlight. Pupils on the far side of the room may work with too little light while pupils along the windows at the same time suffer from too much light. Light control is important then to reduce eye strain. Adequate artificial lighting and some form of window shading should be considered as necessary to good illumination programs in most schools.

Authorities suggest a window area equal to one fourth the floor area of a room, or a minimum standard of at least one unit of glass for each 5 units of floor area. To admit maximum amounts of natural light into shop rooms, glass block is often used to advantage. Glass block is run up in sections to alternate with sections of other building materials.

In planning for windows, wall space for benches and equipment should be considered. Tops of windows should extend as near to the ceiling as is practical and sills should be as low as possible. This usually means sills no lower than 42 or 48 inches in order that benches and machines may be placed immediately below the windows to take advantage of natural light.

After stressing the importance of having enough light in each room, our problem becomes complicated by the fact that light brilliance can be overdone.[1] We are cautioned that brightness may become a source of light glare and we all know from experience that glare is hard on the eyes. In shops, especially, glare can be a source of accidents. North lighted rooms are seldom affected by direct sunlight and therefore preferred by many shop teachers. Numerous types of available sunshades include the half sash, the double and single roller type, and the venetian blind types. Shade materials should be fire proof, washable, and durable.

There seems to be considerable argument over recommended footcandle levels for artificial lighting. A few years ago, 12 footcandles were accepted for the average classroom but today recommendations run as high as 30. More recent emphasis advanced by students of the seeing-in-the-schoolroom problem has broadened considerably from the narrow footcandle concept. The problem has shifted from "how much light should we have" to "how well can we see."[2]

Some idea of the amount of light coming from lighting fixtures is suggested by the following: one 2-tube RLM fluorescent, industrial-type fixture for every 80 square feet of floor space mounted 10 to 12 feet high will, with daylight, produce from 20 to 25 footcandles of sustained light.

Twenty to 40 footcandles in a

1 National Council on School House Construction. *Guide for Planning School Plants* (1949 Edition). Lighting terms are explained, pp. 138-142.

2 Ibid, p. 138.

balanced brightness condition[3] seem to cover most shop situations. Corridors and aisles, of course, would require much less (as low as 5 footcandles) than the drafting room.

Drafting rooms should be provided with from 30 to 40 footcandles with machine shops, automotive shops, sheet metal shops, print shops, finishing areas, woodworking shops, forge and welding shops, and foundries following in this order. As we have pointed out, however, *footcandles* should only be a relative measure. The type of work usually done in the shops listed would require "seeing" in approximately the order given.

Light fixtures vary a great deal as to style and type. Each style requires special study to determine its advantages and limitations. Each should be considered for the special place or room in which it is to be used. Roughly, there are 3 classifications into which most fixtures will fall. One is the type which reflects light downward; another filters some light downward but reflects most of the light toward the ceiling. Still a third type reflects all light up against the ceiling. In shops using spray booths and in storerooms for explosive materials, special explosion proof fixtures should be used in accordance with the National Electrical Code.

As with natural lighting, light glare from artificial lighting should also be avoided. In some shops, lamp glare may be a greater problem than in others. In a machine shop or sheet metal shop light reflected from polished metal such as tinplate would be a possible source of glare.

Someone once said, "Your eye may not see the light but the metal sees it." Several ways of solving this problem are possible. It *may* be necessary to change the type of fixture or reflector being used. Then again, tilting the reflector or moving it so that reflection is thrown away from the student or work station might eliminate the glare. A third solution is to treat the working surface with paint that absorbs or diffuses light rather than with a paint that reflects a great deal of light.

Here again, it is possible to improve light or to cut it down as desired. Reflective qualities of paint and colors vary a great deal. High gloss paint reflects more light than flat or semigloss paint, and yellow reflects more than gray. The General Electric Nela Park Engineering Division, Cleveland, Ohio, has published a chart of *Luminous Efficiencies* showing reflectances of colors. Yellow shows highest reflectance for all shades. Green is high, with buffs and tans next in line. Blue and gray show the least amount of reflectance.

It must be understood that color comparisons of this kind are made on the basis of similar *shades* of each color. *Light shades* in any color are, of course, better light reflectors than *darker shades.*

[3] Ibid, p. 140. See also E. W. Bollinger "Securing the Right Kind of Light," *Industrial Arts and Vocational Education,* p. 136, March, 1933.

**In this electrical laboratory at East Technical High School, Cleveland, Ohio, instrument reading at floor level is made possible by good, general, and efficient illumination.**

**William R. Mason, Supervisor of Industrial Arts in Cleveland, Ohio, has authored this fourth article in the IAPPC series on *Principles of Planning Industrial Arts Shops.***

When school shops are used regularly at night for instructional purposes, additional lighting fixtures may be necessary to produce the light needed. This means that general room lighting may have to be supplemented with individual machine lights and additional ceiling fixtures that can be separately controlled. Benches along inside walls, too, usually need individual lighting.

Fluorescent lighting is generally considered to produce fewer shadows than ordinary bulb illumination. Many schools now use this type of light exclusively. Five feet above *bench* height seems to be recommended for most fluorescent fixtures, but advantages vary for various lamps both as to orientation and suspension heights. General room illumination is usually best produced by fixtures at 12 or 14 foot heights. Fixtures should be suspended or hung as close to the ceiling as possible for production of maximum light. Less wall shadow is cast this way. In other words, the lower the fixture is hung to gain concentrated light, the darker will be the wall above the fixture level. Much has been written on fluorescent lighting arrangements in industry, but since this is a highly technical problem with many possible variations as to light spread, distribution and effectiveness of various size bulbs in various fixtures at various heights and arrangements, we shy away from discussing it here.

There are some distinct advantages and disadvantages of fluorescent lighting. As advantages we find:

*Efficiency:* rated as more efficient than incandescent lamps and less costly to operate.

*Coolness:* less than 50 per cent of the heat radiated from filament lamps. Also, heat is not concentrated.

*Daylight colors:* cool bright effect of outdoor light is produced.

*Style:* allows for creative design in lighting fixtures and effects.

As disadvantages we list:

*Tube size determines wattage:* To increase wattage, entire fixture must be changed.

*Slowness to light:* "Starters" seem to vary and light is not instantaneous. A bad starter will cause flicker and flashing of tubes.

Now, to return to color: it can aid lighting and it is relatively inexpen-

sive. A coat of paint, therefore, can help solve in part an otherwise expensive lighting problem.

Years ago, any color was good for a school shop as long as the walls were buff and machines and equipment gray.

Industry, in efforts to keep workers' moral high by reducing fatigue and accidents, discovered that color had a marked effect. We have long known that colors can be warm or cool; restful or stimulating; cheerful or depressing. Industry discovered that these factors could be put to work. Today, you will hear color engineers using the word "functional" in determining which colors to use in certain situations. We find color is applied not only to improve appearance but to serve a very definite function; i.e., to improve light and create ideal seeing situations, to relieve eye strain, to create a cheerful room, to relieve monotony and fatigue, to promote safety, to warm a cold area, and to cool a hot location.

Leading paint manufacturers offer the services of color experts and engineers in the selection of the right colors for specific areas. Local paint dealers, too, have beautifully illustrated brochures that suggest many possible color treatments.

Color codes vary with manufacturers, but a similarity is evident and common sense application is the principal rule. Ceilings are usually white or of the lighter shades, for light reflection. Wall areas are painted different but complementary colors for visual relaxation and to break up monotony.

Certain factors should be considered in planning color schemes for industrial arts rooms. Color schemes should be determined on the basis of (1) exposure; (2) amount of available daylight and artificial light; (3) room scale and proportion; and (4) room function.

*EXPOSURE:*—Rooms exposed to north light are inclined to a blue, cool color. Complements are found in yellows, corals, and peach. Rooms in the south light are high in red, warm colors. This suggests blue tending to gray, or blue-green. East rooms get much warm, reflected light. Warm grays or greens are good here. For rooms with west light, yellowish green or light blue are suggested.

*AVAILABLE LIGHT:*—Occasionally we find more than one exposure and there may be a north and west light. It is advisable to paint the wall, or walls, receiving the warmest light in a cooler color. A combination of green and yellow with a dark green dado would meet these requirements.

**NOTE: The author gratefully acknowledges suggestions on color combinations by Alfred Howell, Directing Supervisor of Art, and on problems of illumination by Gerald E. Irons, Commissioner of School Housing, Cleveland.**

*SCALE AND PROPORTION OF ROOM:*—Much depends on the proportion and size of a room in determining a color scheme. For a long room a light color may be used on 3 walls and the end wall painted in a darker color. This will have tendency to shorten the appearance of the room. It is advisable in older buildings to paint the window sash and surrounding woodwork so that the windows become integrated with the walls. The dado and doors should generally be painted in the same color.

*FUNCTION OF ROOM:*—This will determine to a large extent the color scheme to be used. If there is considerable smoke and dust, delicate colors should be avoided. We shall, therefore, have to differentiate between a foundry and woodworking shop, or between a metal shop and a drafting room.

If there is a considerable amount of smoke and dust, white ceilings should be avoided. Warm grays would be more suitable here.

Where artificial light is used extensively, color should be correlated with it. For instance, warm, incandescent light can be effectively complemented by cool colors such as blues and greens. In the case of cold, fluorescent light the complement may be found in coral, yellow, peach, or tan. White fluorescent light may be offset by warm grays.

Color complement is important. Colors can be selected only on the basis of conditioning factors with decision in favor of the most practical scheme for each situation. These situations may vary from room to room and no blanket rule seems possible. This in itself makes for better results because colors work out to be functional in each room and are therefore interesting in the overall effect.

In carrying out a color scheme for equipment and furniture in school shops, the same general common sense application prevails. Equipment colors that are practical should relate to wall and room colors. Green is often used on the main portions of machines while areas and edges which, by reflecting light would aid an operator in making fine adjustments or in measuring, are painted in lighter colors.

Other complementary colors are also possible. One paint manufacturer (E. I. du Pont de Nemours and Company) suggests a special safety code that has considerable merit for use in school shops. This system may be applied with nearly any color scheme as it relates to special items only. If used consistently, it would emphasize through color safe areas, fire equipment, first aid equipment, guards, and aisles. In this code colors are selected to mean or suggest specific reactions.

Luckiesh, in his book, *The Science of Seeing*, says that painting machine guards red merely suggests a hazard in the very thing which was intended to eliminate the hazard. Promiscuous use of yellow on guards, waste cans, or a drinking fountain would also be the same as crying "wolf". Yellow as used by highway departments warns of traffic hazards, so yellow is set aside to indicate traffic hazards such as posts, skids, low beams, and railings.

Red is accepted for fire fighting equipment. Red, therefore, should be used exclusively for such equipment. In a school shop or factory, fire extinguishers are located by red areas and red arrows on the wall behind and above them. These should be visible from all points. Red areas in factories are painted on the floor around extinguishers to prevent workmen from piling material in front of them.

Orange, a vivid color, warns of acute hazards such as edges of cutting machines and shears; the *inside* of switch boxes and machine guards. Here the color screams out to operators to be careful, to close switches, to fasten guards.

Blue is a caution color and is applied to control levers and switch boxes.

Gray or white symbolizes neatness and is used on waste and rubbish cans and for floor areas under these cans. Shop corners will be kept cleaner if painted gray or white. Gray is also used on storage bins, shelving, and racks.

Aluminum paint withstands heat without discoloring better than most other colors, so furnace pipes, forges, and ovens are usually painted with it.

It would seem then that the selection of color can follow rather simple rules that are well worth applying, for better seeing, better safety, and for better individual pupil and teacher reaction.

# why GUIDANCE is necessary

CENSUS FIGURES FOR 1950 show that one worker out of 3 in the United States is employed in a skilled or semi-skilled occupation.

This fact in itself emphasizes the need for a good variety of occupational information devoted to these fields. Teachers are well aware of the increase in motivation when a student can see some direct purpose for the materials he studies.

Occupational information underlines the tremendous opportunities in the skilled trades today. It provides reasons for the student to continue school and to attack his work with serious purpose.

### Local Surveys

Conducting local occupational surveys is becoming an increasingly popular guidance practice. In communities where surveys have been made, results can be used for vocational classes. In communities without surveys, vocational teachers can resort to their own methods of collecting such information.

Commercial departments of high schools often make surveys of business opportunities in their communities. Class time is justified through the added perspective and actual help provided for students in selecting an occupation and finding a job.

The same sort of justification can be used for an industrial survey by the vocational department or school. Results not only benefit students but they also improve public relations and help in curriculum planning.

### State and Local Services

Certainly the majority of boys majoring in industrial arts in high school seek some kind of employment later. A varying percentage in any area will seek work locally.

Here the vocational teacher can perform a real service by establishing good contact with the state employment service.

Local employment services offer registration of prospective job applicants, aptitude and interest testing, vocational counseling, and job placement services. In addition, they are often able to obtain occupational information on national and local levels for school personnel interested in guidance.

In many employment offices, local occupational directories either have been or are in the process of being prepared. Such a directory would represent a good first step toward a community occupational survey. Information that the school and the teacher can provide about individual students greatly facilitates this job.

### Unions

When we stop to consider that approximately 1 employed worker out of 4 in our current labor force is a member of a union, it is apparent that the influences, nature, and purposes of unions should be made known to students before they enter employment.

This is especially true for boys in vocational classes, a majority of whom will probably have some union contacts during their working careers.

Many vocational teachers are men with former direct union contacts; some may still hold union cards and work during summer vacations. The information which such teachers can give their students, both on the basis of personal knowledge and contacts with local union representatives, is extremely valuable.

### Apprenticeship

Apprenticeship opportunities at the local level represent another area where vocational teachers are in an excellent position to impart valuable information to their students.

Local apprenticeship council representatives are usually willing to talk to groups of interested students. Especially important are distinctions between apprenticeship training and on-the-job training.

* * *

This discussion has not included the many natural advantages the vocational teacher has for performing counseling services. They are: opportunities to know his students well, to observe their individual work under varying conditions, and to win their confidence.

**THE TEACHER'S GOAL**

*I am a teacher*
*if in the years ahead*
*Some of my boys,*
*wherever they may be,*
*Are helped by something*
*I once said*
*To fight their fight,*
*and win a victory.*

(From *I am a Teacher*, by Walter E. Curtis, Head, Agricultural Department, Templeton High School, Baldwinville, Mass.)

**By Kenneth B. Hoyt**
**Instructor in Educational Psychology, University of Minnesota**

**A LEADER'S CREED**

*A leader is best*
*When people hardly know*
*he exists;*

*Not so good when people*
*obey and acclaim him;*

*Worst when they*
*despise him;—*

*Fail to honor people, and*
*they will fail to honor you.*

*But of a good leader,*
*who talks little,*

*When his work is done,*
*his aim fulfilled;*

*They will all say,*
*'we did this ourselves.'*

—WITTER BYNNER

# *Service is Satisfaction!*

**By Margaret E. Browder**
**Tennessee State Supervisor of Home Economics, and AVA Vice President for Home Economics**

TO THOSE OF US who hold membership in the AVA and are engaged in the training of youth and adults "to learn to do by doing" vocational education is a service—a service in the broad sense of the word.

This service takes various forms as we work in the fields of homemaking, agriculture, trade and industrial education, distributive education and industrial arts. However, there are certain phases of these programs that are the same. These are belief and purpose.

We believe in the worth of each person whom we contact in our work. We believe in helping him to develop to the fullest extent the capacities and abilities that are within him.

How can we do this?

Each member of the AVA holds a position of leadership in a group that is a part of a larger group or community—the high school teacher, the trainers of teachers, the teacher of adults, the supervisor and the director.

**What kind of leadership do we employ?**

**Do we discover talent and help develop initiative?**

**Do we guide the less talented to develop their best capacity?**

**Do we share leadership with those with whom we work?**

**Do we help develop a concept—an understanding of present conditions?**

**Do we work with local administrators to develop a program for the community which is built on real needs and concerns of people?**

**Do we know what the needs are?**

If we can answer "yes" to the above questions we are forming the basis for rendering a service to people.

If we add to this leadership knowledge of our respective fields and use that knowledge in the solution of immediate problems so that we may assist people to develop skills and raise standards of living we are rendering a service to the people in our communities.

What do we get in return for this service?

We get great satisfaction. Many of our members would have left the field of vocational education long ago if they had not believed in and practiced the philosophy that we have tried to review for you here. They could have gone into much more lucrative fields of agriculture, distributive services, industry and home economics.

They have chosen to remain in the field of vocational education because of the satisfactions that result from seeing a FFA boy develop a herd of fine Jersey cattle from three or four small calves; helping a machinist improve his skill and earn more money to raise his living standards; watching a girl improve her personality, become an intelligent homemaker and mother and come back to adult classes for more information on running her home and caring for her family.

These and many more are the kinds of satisfying results with which we are rewarded when we render a real service in vocational education.

# *Let's Coordinate...*

TO START, PERHAPS WE should have a common definition of the word coordinate.

Webster says it means *to bring into common action, condition: harmonize: to bring about a harmonious adjustment or function.*

Accordingly, I try to coordinate our homemaking program within itself, with other high school classes, the grade school, the extra curricular activities, other teachers, parents, the hot lunch program, the community, and business establishments.

When we open the homemaking department in the fall, each class has a part. For example, the first year group last September cleaned cupboards and thus became acquainted with all of the equipment; where it is kept, and its uses. They cleaned and polished the furniture—also a learning process. One year, they made dish towels for the department. They often bring plants from home.

The second year girls redecorated our tea room. We decided on a new color scheme and determined how to carry out our plans with the least expense. We painted the room ourselves, bought a new lamp shade, painted our floor lamp with gold paint, dyed the studio and bought some scatter rugs and table scarfs. Then we made a picture out of a drapery material scene mounted on

**By Marjorie J. Reynard**
**Homemaking Teacher**
**Rogers City High School**
**Rogers City, Mich.**

heavy cardboard. The shop boys are making a shadow box for us.

The third year girls finished the textile painted draperies that had been started by the third year students the previous year, and they made new curtains for the clothing room. These girls also made and textile painted Indianhead napkin and place mat sets which the department needed. One year we made pot holders for the department when we were learning to use the sewing machine attachments. This group usually washes and stretches our curtains after Christmas vacation.

After the department was clean and improvements complete, we made plans for our fall open house for parents, the faculty, school board members, and other high school students. We baked cakes for the occasion to serve with cocoa, coffee, and tea. As hostesses, the girls escorted guests through the department to show and explain their accomplishments.

Classes take turns in setting up our bulletin boards. One is used exclusively for FHA news and another is a calendar for school functions and the birthday dates of each homemaking student. The birthdays make it "our" calendar. There is room for jokes about homemaking and family living. Other bulletin board spaces are shared alternately by different classes. The girls take turns in making flower arrangements and fruit arrangements.

In speech class, the girls use family relations, home experiences, or household tasks as their subjects. We use mathematics for recipes, departmental records, and accounts. Since each girl is allowed a certain amount of money for the entire foods unit, we learn to plan and budget. The correct use of English, too, is emphasized, and we often have spelling tests and spelldowns.

Each year the girls visit and observe the kindergarten children. With a prepared observation list in hand, they know in advance what to look for.

Our first year girls have a home safety unit. Each student plans a lesson in home safety and offers it to a specific grade.

Third year girls plan, prepare, and serve the annual football banquet in the fall for the Athletic Association. Through this activity, they have experience in quantity cookery.

FHA girls serve coffee at monthly teacher meetings and they serve an annual banquet for our Latin Club.

When the first year girls study social and personal improvement, they invite the advanced homemaking students in for a panel discussion and a general discussion.

Our school has a large display case in a central location. We often arrange exhibits of our accomplishments. For example, we show correct table settings, examples of using the "basic seven" in planning meals, flower arrangements, canned foods, and clothing styles.

The chemistry class uses our department once a year to prepare a meal with our pressure cooker.

We apply principles of art in the study of design and color for clothing and accessories, foods, and home furnishings. I work with the health teacher in offering a program on personal health habits, nutrition, and home safety. I cooperate with the biology teacher in teaching nutrition principles.

My teaching also includes short histories of some textiles, foods, cosmetics, canning, cereals, wool, electricity and the like.

Through home experiences parents become better acquainted with our department. During our child care unit, we usually invite a panel of mothers who employ baby sitters to visit our class.

I take our girls on quite a few field trips and this helps them to know their community. Proprietors of furniture stores are usually very pleased to meet their future customers. We visit dry cleaners, the flower shop, the dairy, bakery, frozen food lockers, and a grocery store. The flower shop offers a fine demonstration on flower and corsage arrangements. The grocer cuts up a side of beef or pork.

Our department supplies are ordered from a different grocer each month. The girls select their own groceries and become well acquainted with the stores in the community.

We offer adult classes in homemaking to women in the community and we use our local radio station as an educational device.

As a good public relations project as well as training, the department arranges an annual tea for teachers and parents.

The school nurse regularly comes in to demonstrate first aid and home nursing techniques.

Third year girls visit and observe the hot lunch program for at least one day and some actually work with the cook for a period of time.

In a further coordination of the program with parents, we have home visits and home experiences. My home visits are made early in the fall so that mothers can help us plan our program.

I do not believe in talking freely about what I see and learn when I visit homes. If, however, explanation is needed for better understanding of the child in school activities, I give this information to other teachers. This would be very helpful in large communities where teachers do not become acquainted with the families.

I have told you of some of our methods of coordination and I hope some of my ideas will be useful to you. Working harmoniously with all of the school departments is important. Too often we become so involved with our personal problems and activities that we forget to share our living and learning with others.

*for better learning,*

*better teaching,*

*best results!*

# Point 4

# in Paraguay

**By Harold E. Mahlman**
**Specialist in Trade and Industrial Education**
**The Institute of Inter-American Affairs**

ROAD GRADERS abandoned by the side of the road with nobody available to put them back into running order . . . motorized equipment that stopped dead because of neglect . . . radios and refrigerators out of order and no repairmen to work on them . . . whole cities without a single well-trained plumber: — these are some of the situations uncovered by a survey that pointed up the desperate need for vocational training in Paraguay.

When the cooperative technical assistance program in vocational education that is now part of U. S. Point 4 began in Paraguay in 1945, one of the first steps was a survey to determine what kinds of training were needed to supply the particular workers the country lacked.

Although many Paraguayan roads were unpaved and needed frequent grading, 3 practically new road graders had been out of use for 6 months because nobody knew how to repair them.

Privately owned automobiles, motorcycles, and tractors were breaking down and being discarded because of the lack of proper maintenance. Bicycles, one of the favorite means of transportation, broke down and in many cases could not be repaired since few people were skilled in welding.

Even some of the largest cities had no central water supply and sewage systems. Groups of home owners cooperated to dig a well. Then each would install a septic tank and have his own plumbing system put in. Water usually could be found within 30 feet of the surface, but it wasn't pure enough to drink without being boiled. For safe drinking water, wells had to be drilled and cased. There was no plumbing code and few, if any, trained plumbers. In rural areas, safe water supplies and adequate sewage disposal systems were virtually nonexistent.

Many people owned radios — an important form of entertainment in the nation—but the sets were old models that often went dead because they needed repair.

Refrigeration was badly needed. Temperatures in Asuncion, the capital city, are approximately those of Miami, Florida. Meat had to be butchered every day and families usually bought only what they could eat within a few hours. The relatively few refrigerators in the country were old models that needed frequent attention, but there were few people trained to keep them in running order.

Most of the furniture in Paraguay was made by rather crude methods. Furniture makers were untrained and poorly paid; yet the length of time required to fashion a piece of furniture made its cost prohibitive to those who needed it most.

Being a cattle raising country, Paraguay had a good supply of hides but they were being shipped to Argentina to be tanned, finished, and made into products like purses and belts. When these finished products were shipped back to Paraguay for sale, the average consumer was priced out of the market.

### *Here Is What Was Done*

With this information at their disposal, the cooperative Vocational Education staff set about to establish a training program that would fit Paraguayan boys to take their places as skilled workmen in the fields in which they were most needed.

First, the government of Paraguay furnished land for a school in Asuncion and put up a group of buildings that would serve as training shops. Additional land was provided to take care of the school's expansion in the future.

A group of Paraguayans were selected from various trades to be prepared for instructors in the school. They were sent to the United States for a year of further training, each in his own trade, and for special teacher training. Even before these prospective instructors returned to Paraguay, carefully selected U. S. specialists in the various fields of vocational education that would be included in the new school were sent to Paraguay to help the Paraguayan instructors get started.

Together the U. S. specialists and the Paraguayan instructors planned the layout of the shops and set up the courses of study. The necessary modern equipment, tools, and supplies were ordered from the United States and paid for from the joint fund maintained by the Paraguayan and U. S. governments.

The school opened for classes in March 1948 with training offered in automobile repair, cabinet making and carpentry, leathercraft, plumbing installation and repair, refrigeration repair, radio and phonograph repair, blacksmithing, welding, and weaving. Most of the shops were filled to capacity immediately.

Classes started with the U. S. specialists doing most of the teaching so that the Paraguayan instructors could observe the methods used. By degrees the Paraguayan teachers accepted responsibility for conducting the classes. At present, two U. S. vocational specialists are in Paraguay, chiefly as advisors in operation of the school and preparation of teaching materials.

### Accomplishments

The first group of Paraguayan students graduated from the vocational school in 1950. By the end of 1952, approximately 150 boys will have finished their training. Most of them are from the city of Asuncion, although some of them come in from the outlying districts. There are boys who walk from 7 to 12 miles each day to attend classes.

The students are intensely interested in their work; absence from class is uncommon. Students start almost totally unfamiliar with even the commonest tools like pliers and screwdrivers. But they learn fast because they want to learn and their parents want them to learn.

Most of the teaching is done on "live" jobs. For example, when the cooperative Health and Sanitation program—which began in Paraguay in 1942 and is now a Point 4 activity—built a home for the children of lepers, students in the plumbing class installed a complete water and sewage disposal system. Members of the plumbing class spend approximately 75 per cent of their time on outside jobs—and this in spite of the fact that their installations cost more because they use better materials than others would use.

The same is true of radio and refrigerator repair. The boys go to the broken-down machines—or the owners bring them into the shops for repair. Members of the welding class have a variety of objects on which to work—bicycles, motorcycles, automobiles, tractors, and so on.

While little outside work of a similar type is done in the woodworking shop, the cabinetmaking students are doing practical jobs which train them to improve the methods and standards of the furniture-making trade.

Students of leathercraft are in reality small manufacturers. They may be quite important in the future economic life of their country, since they are learning to make articles that can be exported to bring in badly needed foreign currency.

Many of the boys who graduate from the vocational courses open shops of their own. It has not been easy to work them into established Paraguayan industries for two reasons. First, they often know more about their trade than the man for whom they would work. And second, the Paraguayan industrialists have not been quick to realize that these boys, who have been expertly trained, deserve higher wages than other less skilled workers in the plant. This situation is clearing up, however. Some factory owners are now sending selected boys to the school so that they will be well-trained career employees.

### What of the Future?

Early in 1953, two additional shops will be completed and added to the school facilities. One will house a class in electricity where students will be given the theory and practice of house wiring for light and power as well as training in the repair and upkeep of all kinds of electrical equipment, for which there is a steadily increasing demand in Paraguay. The other shop will be equipped to teach the graphic arts. The instruction will prepare both youth and adults for efficient work as printers and operators of printing equipment including the off-set press.

As in the case of the other trades taught in the school, instruction in these new shops will be given on real jobs as far as good teaching methods will permit. United States technicians are now being recruited to assist in setting up the training in electricity and the graphic arts. As soon as possible Paraguayan "asociados" will be oriented into the teaching positions.

### Who Pays the Bill?

When the vocational education program first began in Paraguay, equipment had to be bought, scholarships had to be provided for Paraguayan instructors to study in the United States, and U. S. vocational specialists had to be sent to Paraguay to get the program started. At that time the U. S. government supplied the larger share of the cooperative operating fund. Paraguay's share has increased steadily, however, until at present the Paraguayan government is carrying practically all the financial load of operating the vocational training program, including the salaries of 27 persons on the training staff.

### About Point 4

In Paraguay, as in other Latin American countries, Point 4 is a continuation of a cooperative technical assistance program that was begun in 1942. All U. S. Point 4 activities in the other Americas are directed by The Institute of Inter-American Affairs, which is the Latin American Regional Office for the Technical Cooperation Administration.

Each U. S. Point 4 project is planned only after it is requested by the government of the country in which it is to operate. An agreement is signed by that government and the government of the United States, represented by The Institute of Inter-American Affairs. This agreement sets up working plans for the project including the contributions of each government to the joint operating funds and to the technical staff.

The Vocational Training program in Paraguay is one example of how, under Point 4, United States technical know-how has been shared with our neighbors to the South in order to help them help themselves.

*The story of what vocational education is doing for one of our world neighbors has all the earmarks of a miracle!*

# Rx for:

# *the vocational teacher*

**By J. C. Woodin, Director of Vocational and Adult Education, Wichita, Kansas**

MANY SCHOOLS ARE NOW choosing superintendents, principals and teachers for the coming year. Getting the right sort of person for these posts is infinitely more important than the selection of a good mayor, city commissioner or a good county attorney.

All that incompetency in the average office can do is to waste public money. *But an incompetent or prejudiced teacher can do incalculable harm to the thinking and the emotional life of boys and girls*—harm that will last to the end of their lives.

I am not going to repeat the conventional list of qualities deemed desirable in a teacher. They are familiar to everyone. Rather, I want to point out a factor that is prone to be overlooked. That is BREADTH OF VIEW.

A teacher helps his pupils mainly through teaching them how to think —not what to think—and how to control themselves emotionally. A narrow-minded teacher whose feelings as well as thoughts are constricted —cannot possibly do this.

To be specific, a teacher who is bigoted in religion or extremely partisan in politics will certainly not exert the best influence upon young folks. I don't mean that I want namby-pamby instructors who don't have any ideas on public questions, but I do want teachers who can see that other people may hold different views, honestly and even justifiably.

It is important, too, for a teacher to have a broad outlook upon the world. He should have some understanding of other nations and peoples, and should cultivate it in his pupils. This is one of the best preventives of war.

These are not hard-to-find qualities among applicants for teaching positions if they are kept strongly in mind. Put in a generalized way, they mean simply KINDLINESS, CHARITY, and FREEDOM FROM SUSPICION AND FEAR.

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**GENERAL ELECTRIC**

# The Teachers Page...

IN APRIL, the JOURNAL announced its newest feature—*The Teaher's Page.* Answers to questions posed at that time are presented here.

• • •

*What has been your most beneficial public relations project?*

Public relations for our diversified occupations program is built around newspaper stories, motion pictures, an employer-employee banquet, and the civic activities of the coordinator.

Several years ago, a 16-millimeter movie, in color, was made of the activities of the DO students. This film has been shown to civic groups, junior and senior high school classes, and to hundreds of people at annual open house nights.

The industrial arts department publishes a monthly paper with a circulation of more than 500 students. The local newspaper (circulation 6,200) donates a weekly page for the school.

Our employer-employee banquet rates front page publicity. The coordinator, through daily contacts, continually promotes the program.—R. BRUCE NEILL, *Coordinator, James Monroe High School, Fredericksburg, Va.*

Teachers: Answer this one for the next issue:

*What are you doing to coordinate your teaching with other instructional areas in your school?*

Send your replies to *The Teachers Page,* AMERICAN VOCATIONAL JOURNAL, 1010 Vermont Ave., N. W., Washington 5, D. C.

Ours has been a continued program—covering a period of almost 3 school years.

Once a week, for 5 weeks, local civic clubs were invited to luncheons in the high school cafeteria, followed by inspection of industrial arts and vocational education classes. Instructors presented 5 minute discussions of their course and its value to the community.

Through this method, approximately 250 men were entertained and much interest was aroused. At the request of committees of the visiting organizations, conferences were held with our local administrator. These meetings led to a detailed survey of community needs for an expanded program of vocational education. Sponsored jointly by the Chamber of Commerce, the Retail Merchants Association, and the local school administration, the survey is being conducted by local vocational education and industrial arts instructors.

Results of the survey, not yet complete, have far exceeded our original expectations. Sufficient data was compiled to justify the Automotive Dealers Association's request for expanded physical facilities for trade extension classes for automotive mechanics. Manufacturers in metal and allied trades are considering a similar request. Local printers have succeeded in adding a course in graphic arts to our high school curriculum. Business education has been made available to more adults in our night school program. The Retail Merchants have asked for a more extensive program of distributive education—especially for adult night school pupils.

It is quite possible that the final result may be a new vocational education building. —I. B. PITTMAN, *Director, Trade and Industrial Education, Petersburg, Va.*

I really believe our employee-employee banquet does more to foster good public relations than anything else we accomplish. —LILY RUFF MAYNARD, *James Monroe High School, Fredericksburg, Va.*

Contact of businessmen through a door-to-door survey made for me many friends who call the school now—4 years later—for part time and full time help.EARL W. BRACEY, *Head, Business Department, Norview High School, Norfolk, Va.*

Early in the school year, after developing a cooperative part time work experience program for office occupations, I was invited to outline my program to a local service club. As a result, many requests for workers came promptly, even from businessmen who previously had been contacted directly without success.—AMANDA L. BOWMAN, *Business Education Department, Martinsville High School, Martinsville, Va.*

This year we have had exceedingly pleasant relationships with our Business & Professional Woman's Club. We invited their President to speak at a get-aquainted tea. At this time, our work experience program was explained. Several B & PW members now employ office trainees and the organization offered a $25 prize to the high school senior who writes the best paper on "The Kind of Business Girl (or Man) I Would Like to Be."—Mrs. IRENE SANGER, *Vocational Office Training Coordinator, Hopewell High School, Hopewell, Va.*

We had a public relations dinner at our school this year. Officers of various county organizations, the school board, the board of supervisors, the superintendent, and other business and community leaders, were guests. A conducted tour of the school followed.—DONALD L. PERRAULT, *Head, Business Department, James Wood High School, Winchester, Va.*

*How do you enlist and maintain the interest of your students' parents?*

I enlist the interest of parents by planning a skit that shows our complete program and the part each student plays in it. This is presented at our PTA "back-to-school" night.

Interest that is provoked through this method is maintained by encouraging students to show their school work at home. I encourage them to show both their good work and their poor work.—NOBLE L. MOORE, *Great Bridge High and Elementary School, Norfolk, Va.*

While there is no substitute for personal conferences with parents, I believe a number of other factors enter into the maintenance of their interest. From the standpoint of a parent, my interest can be best maintained by the teacher who convinces me that his interest in my child is sincere and beyond the call of duty. These things I'll know because I'll see them in my child—sometimes in words unspoken. Reach my child and I am with you, always. —FOY AUST, *Coordinator of Diversified Occupations, Pulaski High School, Pulaski, Va.*

During the summer vacation, all students registered for vocational office training are contacted for information on general home background and parent interest. This is done through home visits. Parents are delighted to know that the teacher has so much time for and interest in his students. —G. BURCHER, *Warwick High School, Va.*

*What procedure for guiding boys and girls to the right career do you recommend?*

***Foy Aust gets an orchid from the Journal for this one. ..Mr. Aust, who serves as Coordinator of Diversified Occupations, Pulaski High School, Pulaski, Va., submitted answers to all 3 Journal questions. We think he should have special recognition for the following:***

**Prepare yourself, as a teacher, to guide boys and girls. Realize your limitations. If you can't solve a youngster's problem, find someone who can. Perhaps the student best helped is the one who is helped by all of his teachers.**

**Utilize community resources . . . let the career man or woman help the pupil. Test him, place him where he will have actual experiences. Build a fire of ambition in his soul . . . do it early.**

**Cemeteries are filled with lost talent. But sadder still is he who walks in failure or despair because the hand he needed, somehow, wasn't there.**

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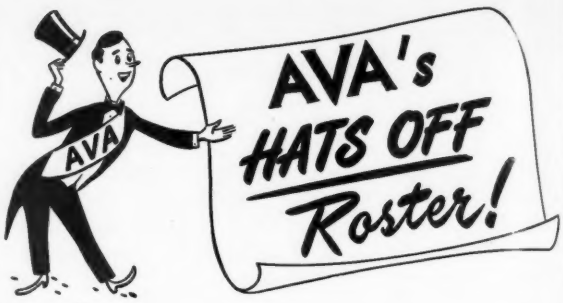


As of May 5, 1953, 12 states are over the top in AVA memberships.

| *Hats off to:* | 1952 | 1953 |
|---|---|---|
| Kansas | 404 | 459 |
| Louisiana | 461 | 638 |
| Michigan | 336 | 376 |
| Montana | 165 | 198 |
| Nebraska | 274 | 306 |
| New York | 1559 | 1799 |
| North Carolina | 1124 | 1135 |
| Wyoming | 126 | 131 |
| Connecticut | 369 | 372 |
| Arizona | 100 | 114 |
| Illinois | 2573 | 2716 |
| Vermont | 134 | 143 |


## 3 *Wiley books keep pace with changing educational needs*

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# Announcing: *The Journal Reporters*

Newly appointed Journal reporters who will cover news for their states are listed here.

In accordance with plans made at the 1953 meeting of the Journal Editorial Board, each state was asked to appoint someone to this new office.

In the future, when you have Journal news, let your state reporter know, and he'll submit it to the Journal office!

*Alabama*
T. L. Faulkner
School of Education
Alabama Polytechnic Institute
Auburn, Alabama

*Arizona*
Herb Zeitlin
Phoenix Technical School
1705 W. Mitchell Drive
Phoenix, Arizona

*Arkansas*
Mrs. Geneva Guthrie
Secretary to the Director of
Vocational Education
Education Building
Little Rock, Arkansas

*California*
Harry Steinberger
Modesto High School
Modesto, California

*Colorado*
Mrs. Irene Weathers
8450 W. 13th Avenue
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*Delaware*
Paul M. Hodgson
University of Delaware
Newark, Delaware

*District of Columbia*
Robert Volland
Bell Vocational School
Washington, D. C.

*Florida*
Mrs. Julia Burns
Brewster Vocational School
Tampa, Florida

*Georgia*
George Mulling
Assistant State Supervisor Trade
and Industrial Education
State Office Building
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*Idaho*
Ralph Edwards
State Executive Secretary FFA
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Boise, Idaho

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216 East Monroe Street
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*Illinois (Business Education)*
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Purdue University
West Lafayette, Indiana

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Agriculture
State Office Building
Des Moines, Iowa

*Kansas*
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Editor of Publications
State Board for
Vocational Eucation
Topeka, Kansas

*Kentucky*
Glenwood Creech
Research Specialist in Vocational
Education
College of Education
University of Kentucky
Lexington, Kentucky

*Louisiana*
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Detroit, Michigan

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Trade & Industrial Education Service
St. Paul Vocational School
14th and Jackson Streets
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Missouri Vocational Education
Jefferson Building
Jefferson City, Missouri

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North Dakota State School
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Information and Guidance
State Department of Education
Cheyenne, Wyoming

# AROUND THE NATION

● **Senator John C. Stennis** of Mississippi, one of the strongest supporters of vocational education in National Congress, spoke at the Mississippi Vocational Association convention on March 20.

The Senator's excellent address brought out many splendid suggestions, an example of which is the following quotation:

"I think the average vocational education teacher in Mississippi is able to compete successfully with any other leader in the community or in the county, whether it be a banker or a business man; this is as it should be.

"But it will become more and more difficult for you to attain this goal in competition with others. This is just another reason why the position should carry with it an adequate recognition by salary and other benefits that will always insure the procurement of leaders of this high caliber."

* * *

● A conference for teachers and directors of adult vocational industrial classes and programs will be held at the State Teachers College, Oswego, New York, July 15 and 16. Meetings are being planned by the college in cooperation with the Bureau of Occupational Extension and Industrial Services of the New York State Education Department.

The program will be devoted to problems of promotion, organization and conduct of overall community programs of adult education with particular emphasis on those phases where teachers, supervisors and administrators of industrial arts and vocational-industrial education can play an important role.


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## *From the Desk of AVA President Martha Creighton*

It has been a great pleasure to meet with and speak to several state vocational associations this spring. On March the 27th I spoke to the South Carolina Vocational Association in Spartanburg at a luncheon meeting held in conjunction with the South Carolina Education Association. Some three hundred or more guests were present. I was greeted with the glad news of substantial increases in membership in the AVA, some divisions being 100 per cent of their potential strength.

On April the 11th I spoke to a joint conference of vocational educators from Vermont and New Hampshire at Castleton, Vermont. There too, I was impressed with the interest in increasing memberships. One of the highlights of this conference must have been the panel discussion, (which I heard) of an integrated program of home economics and industrial arts being carried on in the two states. The panel was led by Mr. Howard Swain, Director of Trade and Industrial Education for New Hampshire, and participated in by teachers in both fields from schools working on this problem. It seemed to me that such a panel would be of interest to the Association membership at the Chicago convention.

On Friday evening, April 23, I spoke to the New York State Vocational and Practical Arts Association and attended one session of the home economics division. I was impressed particularly with the size of this convention and the splendid attendance. New York State also belongs in the "hats off" roster of states increasing their membership. The president, Maximillian Komow, and the membership secretary, Blanche Nechanicky, are to be congratulated on the progress they are making in their membership campaign.

On April the 17th, I met with the local committee in Chicago to discuss plans for the coming convention in November. Dr. Charles Sylvester and I were guests of the General Chairman for the 1953 convention, Dr. Hobart Sommers, at a very delicious luncheon prepared and served by the Chef's class of the Washburne Trade School. Other guests were some of the executives of the Chicago Board of Education, the Illinois Board of Education, and principals of the various high schools and junior high schools of the city of Chicago. A review of the plans thus far for the convention was made and suggestions were made for membership on permanent committees. It was most gratifying to see the enthusiasm of Dr. Sommers and his co-workers for the convention and the very careful and extensive plans being made.

### *We're Sorry!*

We regret that we failed to credit the sources of photos used with *Good Housekeeping in the Shop* (March Journal).

Identifications for page 18 are as follows: top, Oregon State College, Corvallis, Ore.; center, Wilbur Cross High School, New Haven, Conn.; bottom, James F. Rhodes High School, Cleveland, O.

Both center photos on page 19 are from The John Adams High School, Cleveland, O. The lower photos on pages 19 and 20 are from Oregon State College.


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## Vocational Education— *The People's Terminal School*

*Editor's Note:* The following is an excerpt from the splendid statement of C. M. Miller, Kansas State Director of Vocational Education, before the House Subcommittee on Appropriations for the Labor Department and the Department of Health, Education, and Welfare, in Washington, D. C., April 17.

We in vocational education have been diligent in teaching youth that there is no other country in the world that comes close to affording the opportunity for youth that this country affords. For the country to withdraw a part of those opportunities could have the effect of dulling the edge of their faith in the country that needs them so badly and needs them strong. This is an extravagance of morale that our country can ill afford.

The states of this country spend many millions of dollars annually in order to afford a college education for 15 per cent or maybe 20 per cent of youth. Are not the other 80 per cent or 85 per cent who do not go to college entitled to some training for the vocation in which they will find their usefulness and in which they will render their service? Vocational education is designed to meet their needs and vocational education should become, in very real truth, *the people's terminal school.*

Society will pay for the training of skilled hands, whether it pays in the orderly, efficient, and satisfying arrangement of cooperation between school and industry, or whether it pays in the more expensive and less satisfying arrangement of allowing youth to get its training in the haphazard catch-as-catch-can plan of entering industry untrained.

* * *

● The Outstanding Achievement Award of the University of Minnesota, reserved for former students of the institution who have attained high eminence and distinction, has been presented to **Edna P. Amidon,** Chief, Home Economics Education Branch, Office of Education.

# with vocational education

## Dr. Earl J. McGrath, U. S. Commissioner of Education, Resigns

Presented here in full is the letter of resignation Dr. Earl J. McGrath, U. S. Commissioner of Education, addressed to President Dwight Eisenhower on April 22, 1953.

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
April 22, 1953

*Dear Mr. President:*

I wish respectfully to submit my resignation from the office of U.S. Commissioner of Education. I do this with some reluctance, first, because I have put four of the most active years of my life into the development of that office. Secondly, Commissioners of Education have not found it necessary to resign with changes in the Administration. In resigning, therefore, I would not wish to create the impression that I endorsed the conception that the commissionership of education should be a political appointment.

Nevertheless I consider it desirable to withdraw in protest at this time because budgetary actions of the Government have in the past few weeks cut deeply into the program of this Office and markedly damaged the morale of a highly competent professional staff. Knowing of your own personal interest in education it seemed proper to place a record of these actions before you.

Public Law 550 (82nd Congress) required the U.S. Office of Education to perform specific new responsibilities with a view to preventing the serious abuses which occurred under earlier Veterans educational legislation. House Report No. 1375 of the House Select Committee to Investigate Educational, Training, and Loan Guaranty Programs under GI Bill clearly shows that these abuses cost the taxpayers millions of dollars. Since the Congress recessed before it appropriated funds to support these new responsibilities which it had placed upon the Office of Education, the Bureau of the Budget, as is customary in such instances, authorized the spending of funds appropriated for other activities which the Office normally carries on. After some two hundred thousand dollars had been so spent in good faith this Congress refused to appropriate the necessary funds to wipe out the accumulated deficit. In appraising the severity of this loss in funds it should be remembered that the Salaries and Expenses item in the Office of Education budget is only about three million dollars.

The result has been a reduction in force of 71 persons on the staff of the Office of Education and a prospective furlough without pay for the others before June 30. Steps are being taken I understand to secure sufficient funds to make this furlough unnecessary but in view of the failure of earlier efforts to get funds to offset the deficit, the outlook can hardly be termed bright. Moreover, if there were hope of substantially larger funds for 1954 the damage already done might at least in part be repaired. But the budget which the Bureau now allows for next fiscal year includes additional reductions which will further damage the program of the Office of Education even if the Congress allows the full amounts proposed.

There are serious problems in American education today, problems which demand national attention and action. They can and should be dealt with completely within the American traditions of State and local control of education. But if this desirable goal is to be reached the necessary professional resources will be required at the national level in the U.S. Office of Education.

In my annual report to the Congress for 1952 I identified some of these problems which urgently require attention. The enumeration of a few will serve as illustrations. There are thousands of children of migratory workers who get little or no education; there are problems in connection with the education of the handicapped; we need to expand adult education especially the education of the illiterate of which there are some 10 million in our land; the vocational education program of the country needs to be extended to many more high school youth; there is need for cooperative projects related to the promotion of the teaching of foreign languages which have become so important in the light of our world responsibilities. In spite of the urgency of these matters many of the activities which the staff had already begun in these fields, or others planned, will now have to be curtailed or completely abandoned.

I understand and I am sympathetic to the need to economize in Government spending and to balance the budget. But it does not seem to me, Mr. President, wise public policy to reduce the quality of the education of American children as has been done at a saving of such small sums while we continue as a Nation to spend billions for other purposes.

Under the circumstances, Mr. President, I can not in good conscience be a party to the carrying out of such a policy, and I therefore submit my resignation at this time in order not to have to undergo the embarrassment of trying to defend before the Senate Appropriations Committee at 11:00 a.m. today a budget which I consider indefensible.

*Respectfully submitted,*
EARL J. MCGRATH
*U.S. Commissioner of Education*

## What they said about the Commissioner's resignation:

**Congressman Graham A. Barden:** "It was with sincere regret that I learned of Dr. McGrath's resignation. During approximately 20 years in the House I have never known a U. S. Commissioner of Education who, in my opinion, so fully understood what the proper functions of the Office of the Commissioner of Education were, but also devoted so much of his energies toward the execution of those functions.

"He is not only a great educator in his own right, but he has shown his devotion to such programs as vocational education and the performance of other duties imposed upon his Office by Congress. He has continued to be more and more appreciated by those interested in the field of education.

"I am inclined to feel that he visualized a step backward instead of forward through the curtailment of the essential and necessary fund, and not being satisfied with anything less than top performance, he was prompted to tender his resignation.

"I am sure he carries with him the best wishes of those who have been privileged to work with him and have learned to admire his ability, efficiency, and integrity."

* * *

**Edgar A. Fuller,** Executive Secretary, Chief State School Officers Association: "The Chief State School Officers deal officially with the U. S. Office of Education in behalf of the state and local school districts. They are in a position to understand what conditions really are in the U. S. Office of Education. They have followed the administration of former Commissioner Earl J. McGrath carefully enough to know that the Congress or the Bureau of the Budget, or both, have made it impossible for him properly to carry out his responsibilities. There is general dismay among educators at what has happened during the past several weeks in spite of the best efforts of Commissioner McGrath and his excellent professional staff. We hope the matter will be cleared up without delay."

* * *

**M. D. Mobley,** AVA Executive Secretary: "The vocational forces of this nation will I am sure, commend Dr. Earl J. McGrath for his courage in resigning from the position of U. S. Commissioner of Education in protest to the drastic cut proposed for vocational education and other school items in the 1954 budget.

"He is one educator who possesses knowledge, understanding, and sympathy for all phases of education. While Commissioner, he gave unbiased leadership to all education. His wholehearted support of vocational education encouraged educators everywhere to go and do likewise."

* * *

**Paul Elicker,** Executive Secretary, Nat'l Association of Secondary School Principals: "The recent resignation of Dr. Earl J. McGrath as Commissioner of Education in the Department of Health, Education, and Welfare, emphasizes the sustained and indefatigable efforts he has made over the years to keep national educational standards at a high level.

"Dr. McGrath often carried on his work and maintained his professional interest in education under difficult conditions and his resignation in protest to a substantial decrease in funds for education is regarded by educational leaders as most commendable."

* * *

**William G. Carr,** Executive Secretary, National Education Association: "The news of the resignation of Earl McGrath as Commissioner of Education in the Department of Health, Education, and Welfare, comes as a shock to the educational world.

"Dr. McGrath has exercised a respected leadership in those areas of education served by the U. S. Office of Education. . . .

"The NEA is in full agreement with Dr. McGrath's stand against weakening the federal government's proper responsibilities for education. Education is our firmest protection against the invasion of hostile ideologies. We congratulate Dr. McGrath for the position he has taken on the budget of the Office of Education."

# Association NEWS and NOTES

● **Ruth C. Alexander,** Director of Home Economics Education, Jefferson City, Missouri, was elected President of the Missouri Home Economics Association at the association's annual meeting, March 20.

Miss Alexander, whose home is in Buffalo, has been with the Missouri State Department of Education since 1945 when she became State Supervisor of Home Economics Education. She became Director of Home Economics in 1949.

The association's new President is a graduate of Southwest Missouri State College, Springfield, and holds a master's degree in Home Economics Education from the University of Missouri.

Miss Alexander served as a member of the national advisory board of the Future Homemakers of America from July, 1949, to July, 1951, inclusive.

* * *

● New President of the **New York State Vocational and Practical Arts Association** is Dr. Joseph C. Deluhery. Elected at the annual NYSVPAA Convention in New York City, April 23-25, Dr. Deluhery is guidance counselor at the McKinley Vocational High School, Buffalo.

* * *

● The 1953 Vocational Conference for homemaking and industrial education personnel in Vermont and New Hampshire was held in Castleton, Vermont, April 9-11. Sectional meetings and combined sessions convened.

Main speakers included the Honorable Lee E. Emerson, Governor of Vermont; Dr. Dugald S. Arbuckle, Director of Student Personnel, Boston University School of Education; Dr. Neal Bowman, National Association of Manufacturers, and Martha Creighton, AVA President.

In a subsequent letter to AVA Executive Secretary Dr. M. D. Mobley, Helen Finnegan, Vermont State Supervisor of Homemaking Education, said:

"We would like you and your Executive Board to know what a wonderful contribution Miss Creighton made to our meeting. Her address was received with great enthusiasm and her charming personality impressed everyone. We are going to follow up at once on this interest and are confident that an increased AVA membership for this state will result. We appreciate very much the generosity of the Board in making it possible for Miss Creighton to attend our meeting.

"Everyone agreed that it was one of the most successful conferences these two states have ever had."

* * *

● H. J. Van Valkenburg, President of the **Wisconsin Association of Vocational and Adult Education** was in charge of proceedings at the 1953 WAVAE Convention in Milwaukee, May 1 and 2. Wisconsin State Director of Vocational Education C. L. Greiber and U. S. Assistant Commissioner for Vocational Education Dr. Joseph R. Strobel addressed the attendance.

**The DECA Foundation Campaign Committee at a Washington meeting (l. to r. standing): Ralph A. Rush, Chairman, Board of Trustees, DECA; John Damerol, Director of Personnel, Thalhimer Brothers, Inc.; George Plant, Manager, Personnel Group, NRDGA; R. V. Mullen, the Sears-Roebuck Foundation; Dr. William B. Logan, Chairman, National Advisory Committee, DECA and member, Public Relations Committee. L. to r. seated: Lodie Clark, member, Public Relations Committee; Louise Bernard, Chairman, Public Relations Committee; Raymond M. Munch, Director of Personnel & Service, Miller & Rhoads, Inc.; Mrs. Dorothy Faulkner, Training Director, The Hecht Company, Washington.**

● The **Illinois Vocational Association** held its 24th Annual Convention in Peoria, March 26-28.

Dr. Joseph R. Strobel, U. S. Assistant Commissioner for Vocational Education, addressed the opening session. Featured speaker at the annual banquet was the Honorable William G. Stratton, Governor of Illinois. The Honorable Vernon L. Nickell, Illinois State Superintendent of Public Instruction, served as toastmaster. Forty-seven commercial exhibits and a large number of educational exhibits were on display.

Two of the 4 groups that comprise the Illinois Vocational Association elected officers for 1953-54. The Illinois Industrial Education Association elected Orlin Trapp, Waukegan Township High School, President; Reuben Wright, Senior High School, Alton, Vice President of the Trade and Industrial Section; William C. Bicknell, Southern Illinois University, Carbondale, Vice President of Industrial Arts; Neal Simeon, Dunbar Trade School, Chicago, Vice President of Personnel and Guidance; W. P. Klingensmith, Board of Education, Chicago, Secretary; and James W. Crowe, Board of Education, Chicago, Treasurer.

The Business Education Association selected the following officers: Edith Sidney, Board of Education, Chicago, President; Homer Ely, Senior High School, Alton, Vice President; Mabel Scheiderer, Senior High School, Decatur, Secretary; and Robert Hungerford, Senior High School, Galesburg, Treasurer.

The Illinois Association of Vocational Agriculture Teachers and the Illinois Vocational Homemaking Teachers Association will elect their officers for the next year at later meetings.

Preliminary plans are already underway for the Silver Anniversary Convention of the Illinois Vocational Association to be held in Springfield, April 8-10, 1954.

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● The annual convention of the **Delaware Vocational Association** was held in Wilmington April 17. Dr. Joseph R. Strobel, U. S. Assistant Commissioner in Charge of Vocational Education was the main speaker.

* * *

● **The National Association of State Directors of Vocational Education** will meet in Washington, D. C., May 11-13. Sessions will convene in the U. S. Office of Education and the AVA office. J. Marion Adams, Arkansas State Director of Vocational Education and NASDVE President, will preside at the opening session.

* * *

● Fred Hand, Speaker of the House of Representatives, was the featured speaker at the annual **Georgia Vocational Association** Breakfast at the Ansley Hotel in Atlanta, March 6.

With GVA President I. T. McCurley in charge, the program included an invocation by Dr. M. D. Collins, Georgia State Superintendent of Schools; introduction of guests by George I. Martin, Georgia Assistant State Director of Vocational Education; and an introduction of Mr. Hand by Dr. Mark Smith, Superintendent of Bibb County Schools.

* * *

● Frances Champion, Florida State Supervisor of Home Economics Education, was installed as the new President of the **Florida Vocational Association** at the annual FVA meeting in Tampa, March 20.

Dr. Joseph Strobel, U. S. Assistant Commissioner for Vocational Education addressed the meeting with *Some Problems Affecting the Further Development of Vocational Education* as his topic.

**Dr. L. H. Dennis, former AVA Executive Secretary, is sworn in as a consultant to the Technical Cooperation Administration, Department of State. Richard E. Morrissey, Personnel Officer of the Department of State, administers the oath. Dr. Dennis has left for Baghdad, Iraq, on his first assignment in his new position.**

● The current issue of MVAIA Newsletter, a quarterly publication of Minnesota Vocational Agriculture Instructors Association, contains a brief article by the Chief, Vocational Rehabilitation and Education Veterans Administration Division, Regional Office at Fort Snelling, C. Esco Oberman.

Mr. Oberman's thesis is that instructors and school administrators can do much to avoid outside direction of their programs if they will accept positively and intelligently the full responsibility for those programs. The first paragraphs of his article follow:

"Most of us accept the doctrine that local control of education is essential to our American democracy. Furthermore, most of us recognize that every program involving financial support of education from the level of the state or federal government represents a threat to local control. No satisfactory method has been devised that will excuse an agency that has the responsibility for administration of appropriated funds from exercising some control over how those funds are spent.

"However, local school districts can often successfully combat the imposition of outside controls resulting from accepting outside money if they will insist on carrying all the responsibilities they can in insuring that the money is properly spent and applied in accordance with the intent of the laws that provide it. The responsibility for controlling the monies should be emphasized rather than the right to control them. Logically, rights must follow acceptance of responsibilities. It can never be the other way around."—H. W. TEICHROEW, Minn.

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● The **Minnesota Council of Local Administrators of Vocational Education and Practical Arts** participated in the Thirty-ninth Annual University of Minnesota Short Course and Schoolmen's Week which is held under the auspices of the College of Education. Thirty-five persons were present, representing 12 different cities in the state. Arrangements were made by Floyd J. Luebin, Secretary, and Director of the Austin Area Vocational School.

H. W. Teichroew, President of the Minnesota Council, presided, and during the conference was assisted by H. T. Widdowson of the Industrial Education Division, University of Minnesota.

● The 31st Annual Convention of the **California Industrial Education Association** was held in Santa Barbara March 20-21.

President Lee W. Ralston was in charge of general sessions. Main speakers were Dr. Austin MacCormick, Professor of Criminology, University of California; and Dr. M. D. Mobley, AVA Executive Secretary.

Special features included teaching technique demonstrations, commercial demonstrations, school exhibits, and a fashion show for the ladies.

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● Unsolicited contributions of money for the American Vocational Association have recently been received from Alice Swisher, a retired teacher of home economics, Delaware, Ohio, and the Lafayette Vocational School, Lexington, Kentucky.

* * *

● The New Hampshire Apprenticeship Council will play host to the **Ninth Annual Eastern Seaboard Apprenticeship Conference** at Wentworth - By - The - Sea, Portsmouth, May 27-29. The AVA will participate in a joint conference with Bureau of Apprenticeship representatives on May 28.

● If the success of an AVA national convention depends upon long time planning, then the success of the 1954 meeting in San Francisco is assured! Some 21 months prior to actual convention dates, California leaders in vocational education have begun to set up committees, enlist the cooperation of professional associations, arrange for facilities, and initiate plans of action for the Frisco convention.

Taking advantage of the recent visit of Dr. M. D. Mobley, AVA executive secretary, a statewide advisory and resource committee assembled in Santa Barbara for the purpose of initiating full scale plans for the 1954 event. This group named Dr. O. D. Adams, Assistant Superintendent of San Francisco City Schools, General Convention Chairman. November 25-30 has been recommended for convention week. Plans were also made for a $2 registration fee. All vocational educators throughout the state will join forces to assure a successful week for AVA members.

Officers of each of California's vocational associations, local and statewide leaders in vocational education, and past and present AVA officers participated in the first planning for the '54 convention. The Advisory and Resource Committee is geographically representative of California and includes vocational educators from each field of service.

Members of the Advisory and Resource Committee who met with Dr. Mobley in Santa Barbara are:

William R. Blackler, O. D. Adams, Julian McPhee, Theresia Laughead, Lee Ralston, Paul Grace, Howard Palmer, McKee Fisk, Howard Campion, Charles Patrick, Donald Kitch, Spencer Benbow, William Steinberg, Martha Harms, Joe Amori, Samuel Fick, Neldon Taylor, Byron McMahon, Lionel Cross, James K. Barnett, Claud Addison, E. B. Wicklander, C. A. Cazaly, Gwendolyn Wagner, Dorothy Schnell, Bessie Kaufman, Carolyn Brown, R. Earle Thompson, W. P. Smith, Stanley Ostrom, Graham Sullivan, and Howard Marvin.

* * *

● The Edgewater, N. J., plant of the Ford Motor Company entertained 36 seniors enrolled in machine drafting and machine shop at Thomas A. Edison Vocational and Technical High School, Elizabeth, N. J., with a guided tour through the Ford plant on March 6. V. Di Giovanni and S. Poniatowski, instructors, were in charge.

**Shown above are members of California's statewide Advisory and Resource Committee, appointed to plan for the 1954 AVA Convention in San Francisco. The group met with Dr. M. D. Mobley in Santa Barbara to take initial steps in preparing to welcome AVA.**

# PERSONALS

● **John A. Backus,** Manager, Department of Education, American Type Founders, retired on March 31 after 28 years of association with ATF. He will continue to be affiliated with the company on a consulting basis.

John T. Porter, former Pacific Coast representative for ATF's Education Department, has succeeded Mr. Backus.

A former school administrator, Mr. Backus went to ATF in 1925 as Educational Representative in the New England area, and he was appointed Manager of the Department in 1933. He has authored a number of books for industrial education.

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● **Dr. and Mrs. William T. Bawden** left Tulsa, Oklahoma, to make their home in Santa Barbara, California, on April 1. Dr. Bawden was a member of the faculty at Kansas State Teachers College, Pittsburg, from 1933 until his retirement in 1951. He served as Head of the Department of Industrial Education and Director of Publications. His last assignment, *History of Kansas State Teachers College,* was published in 1952.

Dr. Bawden will continue his writing in the field of industrial education.

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● **Nathan Ivey** has been appointed Area Supervisor of Distributive Education with headquarters in Big Spring, Texas. Mr. Ivey formerly served as Coordinator of Distributive Education in Odessa, Texas.

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● **William Bout,** a mid-semester graduate of the distributive education teacher training program at Kansas State Teachers College, has been appointed Coordinator of Distributive Education at Carlinville, Illinois.

• • •

● **Dr. E. W. Fowler,** Associate Professor of Industrial Arts, Eastern Illinois State College at Charleston, and **Rex Sullivan,** Alabama State Supervisor of Trade and Industrial Education, will be members of the Industrial Education Department summer staff at Northwestern State College, Natchitoches, Lousiana.

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● The retirement of **Paul L. Cressman,** Director, Bureau of Instruction, Pennsylvania State Department of Public Instruction, was effective as of May 1, 1953.

## CLYDE WILSON HONORED

Dr. Clyde H. Wilson, Professor of Industrial Education at University of Tennessee since 1925, was honored by election as Grand Master of the Grand Lodge of Masons of Tennessee on January 29. Dr. Wilson attended the Annual Conference of Grand Masters held in Washington, D. C., February 23-25 and received the additional distinction of being elected to preside over the conference.

In a series of Masonic meetings held throughout the state of Tennessee Dr. Wilson has stressed the support of public schools and has emphasized the need for vocational courses in the curriculum. He is a life member of the AVA and National Secretary of Iota Lambda Sigma, professional fraternity in Industrial Education.

● Recipient of an Outstanding Achievement Award as an honored alumnus of the University of Minnesota is Dr. Verne C. Fryklund, President of the Stout Institute, Menomonie, Wisconsin. Fryklund was honored at ceremonies held on the University of Minnesota campus.

Bestowed by the University regents as a token of high esteem and in recognition of noted professional attainments, Dr. Fryklund's citation commends him as:

'A Distinguished Graduate of the University of Minnesota, President of The Stout Institute, Gifted Contributor to the Theory and Practice of Industrial Arts, Vigorous National Champion of Industrial Education, a Person Renowned for Meritorious Public Service in War and Peace."

## FRANK CUSHMAN

Frank Cushman, 73, former consultant in vocational education, U. S. Office of Education, died in Long Beach, California, April 28.

Mr. Cushman went to the U. S. Office as a regional agent for trade and industrial education in 1921. Later, he was appointed Chief of the Industrial Education Service. He began service as a consultant in 1938.

## HENRY S. CROSBY

Henry S. Crosby, President of the Board of Trustees, Dunwoody Industrial Institute, was killed while flying his private plane on an inspection tour of General Mills facilities in New York State on March 19.

Mr. Crosby was a member of the Dunwoody Board since 1933. He was elected President in 1937.

## JOSEPH KORNBLATT

Joseph Kornblatt, 49, died of a cerebral hemorrhage in Baltimore, Maryland, February 16.

Mr. Kornblatt was a graduate of the Baltimore Polytechnic Institute and the University of Maryland. He had served as an industrial arts teacher at the Southern High School in Baltimore since 1925.

## MERRITT W. HAYNES

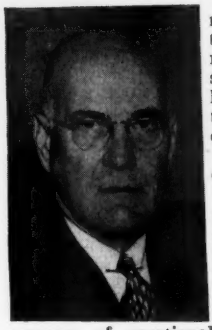
Merritt W. Haynes, 75, Georgia State Teacher Trainer for Trade and Industrial Education died February 27 at the Newnan Hospital after a brief illness.

A pioneer in the field of vocational education and industrial teacher training, Mr. Haynes organized and was the first principal of the vocational school in Bayonne, N. J. An Associate Professor at Mercer University, Macon, Mr. Haynes was also a member of the advisory board of Wadley College, Alabama. From 1933 to 1937 he was Editor of the Huntington, N. Y., *Times* and, at the time of his death, he was secretary-treasurer of Iota Lambda Sigma. During both World Wars he worked in the U. S. Office of Education.

## S. P. FUGATE

Professor S. P. Fugate, Head Itinerant Teacher Trainer, for Negro schools in Georgia had a fatal heart attack on March 20.

## PAUL W. CHAPMAN



Paul W. Chapman, 62, Dean of the College of Agriculture, University of Georgia, and Past President of the American Vocational Association (1930), died in Athens, Ga., April 28.

A recognized national leader in agricultural education, Dr. Chapman played a major role in organizing the State of Georgia's program of vocational education on an effective basis. His efforts were also important in the passage of the George-Reed and George-Ellzey Acts for vocational education.

Dr. Chapman was author of many texts on agricultural education and vocational guidance that are used in public schools throughout the country. He was born in Brookfield, Missouri, and earned his BS degree at the University of Missouri; his MS degree at the University of Georgia; and his doctor's degree at Clemson College.

After teaching in Missouri public schools, he was named Missouri State Supervisor of Agricultural Education (1919-20). He went to Georgia as State Supervisor of Agricultural Education in 1920 and he was appointed Georgia State Director of Vocational Education in 1925.

In 1934, Dr. Chapman went to the University of Georgia as Dean of the College of Agriculture. He also had served the University as Professor of Rural Journalism since 1920.

A Life Member of AVA, Dr. Chapman leaves a career of contributions to vocational education that will long remain in evidence of his leadership and wisdom.

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## *They Visited Us . . .*

During recent weeks, the following persons visited the AVA Washington office:

GORDON O. WILBER, Oswego, N. Y.; SHRIVER L. COOVER, California, Pa.; CHRIS H. GRONEMAN, College Station, Tex.; W. L. NEWTON, Meridian, Miss.; S. J. PAWELEK, Baltimore, Md.; WILLIAM KERR, Boise, Idaho; EARL R. COPE, Des Moines, Ia.; F. SHELDON DAVIS, Providence, R. I.; WARREN A. KOERNER, Chicago, Ill.; H. C. FETTEROLF, Harrisburg, Pa.; E. E. SCHMID, Keytesville, Mo.; H. H. LONDON, Columbia, Mo.; SUSANNA DESKOVIC, Vienna, Austria; TRACY E. DALE, Jefferson City, Mo.; LOUIS Q. MOSS, Geneva, Switzerland; JOHN A. MCCARTHY, Trenton, N. J.; DOW JONES, New York, N. Y.; W. H. LOPER, Honolulu, T. H.; W. B. HAWLEY, Lansing, Mich.; J. B. PERKY, Stillwater, Okla.; J. MARION ADAMS, Little Rock, Ark.; JAMES L. PATTON, Frankfort, Ky.; JOHN J. SEIDEL, Baltimore, Md.; ROY W. ROBERTS, Fayetteville, Ark.; RALPH A. RUSH, Charlottesville, Va.; D. K. DATAR, Washington, D. C.; E. H. GENTRY, Montgomery, Ala.; JOHN P. WALSH, Concord, N. H.; J. WARREN SMITH, Raleigh, N. C.; GILBERT G. WEAVER, New York, N. Y.; A. F. ARNASON, Bismarck, N. D.; F. B. CALE, Richmond, Va.; HARRY C. SCHMID, St. Paul, Minn.; and WESLEY P. SMITH, Sacramento, Calif.

# From the Office of Education

**The Federal Security Agency on April** 11 became the Department of Health, Education, and Welfare in accordance with the Reorganization Plan No. 1 of 1953. In transmitting the reorganization plan to the Congress, the President recommended the establishment of an Advisory Committee on Education, made up of persons chosen by the Secretary from outside the federal government which would advise the Secretary with respect to the educational programs of the Department.

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**Grant-in-aid activities and the problems** of finance and federal-state relations will be the concern of a new commission on governmental functions if legislation is enacted as recommended by the President. Representatives of the administration and leading organiaztions of local government officials are already actively at work on the study. Information dealing with various programs is being gathered by the Council of State Governments for the Governors' Conference and a representative of the council has conferred with members of the Division of Vocational Education regarding the vocational education program. The governors are expected to make recommendations to the commission recommended by the President.

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**Reassignments within the Office of** Education include James W. Kelly and Howard Hogan to the Trade and Industrial Education Branch, and W. A. Ross to the Agricultural Education Branch. These men had reemployment rights under civil service regulations and returned to the Division of Vocational Education when the Veterans Education Division in the Office was abolished due to budgetary restrictions. Hartman Dignowity and Tom Watson, members of the trade and industrial staff for many years, were separated as a result. H. Neville Hansucker, also separated, has been employed by the Future Farmers of America as Assistant Executive Secretary.

• • •

**Program reviews, descriptive reports,** and correspondence from each state are being studied by Silas M. Ransopher of the Trade and Industrial Education Branch to identify problems, progress, and trends in the trade and industrial field. Future work of the branch will be based to some extent upon the results of this study.

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**Country Gentleman Magazine, in its** April issue, honored Dr. W. T. Spanton, Chief of the Agricultural Education Branch, in its feature column headed "Country Gentleman Salutes."

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**The first 2 studies in a series of 10** on supervision, a research project which has been underway for 2 years, were presented to the Pacific Regional Conference of Distributive Education meeting in Tucson, April 27-30. The two studies now completed are: (1) Standards for Establishing and Operating Work Stations for Cooperative Part-time Programs in Distributive Education and (2) Annual Reports That Are Readable and Useful.

**Accomplishments of the Division of** Vocational Education during 1953 will be reviewed and data assembled into a report on the changes effected as a result of the recommendations made in the Hardy Report. These recommendations included improvement in the structure and procedures of the division and the more effective ultilization of personnel and resources. It is hoped that this report can be made available by the end of this fiscal year.

• • •

**The Division of Vocational Education** has received information that the 1953 Legislature of the Territory of Alaska has made an appropriation to reactivate their vocational education program which was discontinued in 1939 after it had been in operation for 3 years. The year 1954 will be the first time that all of the states, territories, and insular possessions that are entitled to participate will have programs of vocational education.

• • •

**Lawrence Borosage, Chief of the** Trade and Industrial Education Branch, has been elected to the Board of Directors of the Washington Chapter of the American Society of Training Directors. The board is engaged in organizing the new chapter in the District of Columbia.


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## They Defended Vocational Education

The following listed persons testified or submitted statements to the Subcommittee of the Committee on Appropriations, House of Representatives, whose Chairman is the Honorable Fred E. Busbey of Illinois.

**House of Representatives—**

HON. CARL ELLIOTT (D) Alabama
HON. ROBERT E. JONES (D) Alabama
HON. OREN HARRIS (D) Arkansas
HON. BROOK HAYS (D) Arkansas
HON. JAMES W. TRIMBLE (D) Arkansas
HON. JOHN E. MOSS, JR. (D) California
HON. WAYNE N. ASPINALL (D) Colorado
HON. WILLIAM S. HILL (R) Colorado
HON. CHARLES E. BENNETT (D) Florida
HON. PHIL M. LANDRUM (D) Georgia
HON. JOHN L. PILCHER (D) Georgia
HON. MYRON V. GEORGE (R) Kansas
HON. CLIFFORD R. HOPE (R) Kansas
HON. CARL D. PERKINS with statement endorsed by CONGRESSMEN NOBLE J. GREGORY, GARRETT L. WITHERS, FRANK L. CHELF, BRENT SPENCE, JOHN C. WATTS (All Democrats—Kentucky)
HON. JAMES S. GOLDEN (R) Kentucky
HON. JOHN M. ROBSION, JR. (R) Kentucky
HON. GEORGE S. LONG (D) Louisiana
HON. T. A. THOMPSON (D) Louisiana
HON. GEORGE A. DONDERO (R) Michigan (submitted statement prepared by Superintendent of Schools, M. P. ANDERSON, Berkley, Michigan)
HON. JOHN A. BLATNIK (D) Minnesota
HON. EUGENE J. MCCARTHY (D) Minnesota
HON. FRANK E. SMITH (D) Mississippi
HON. JOHN BELL WILLIAMS (D) Mississippi
HON. ARTHUR WINSTEAD (D) Mississippi
HON. A. S. J. CARNAHAN (D) Missouri
HON. WILLIAM C. COLE (R) Missouri (submitted statement prepared by TRACY E. DALE, State Director of Vocational Education)
HON. THOMAS B. CURTIS (R) Missouri
HON. MRS. JOHN B. SULLIVAN (D) Missouri (submitted statement prepared by Missouri Vocational Association)
HON. MORGAN M. MOULDER (D) Missouri
HON. LEE METCALF (D) Montana
HON. KATHARINE ST. GEORGE (R) New York
HON. HAROLD D. COOLEY (D) North Carolina
HON. L. H. FOUNTAIN (D) North Carolina (submitted letter)
HON. CHARLES B. DEANE (D) North Carolina
HON. THOMAS A. JENKINS (R) Ohio
HON. CARL ALBERT (D) Oklahoma
HON. W. J. BRYAN DORN (D) South Carolina
HON. WILLIAM A. DAWSON (R) Utah
HON. DOUGLAS R. STRINGFELLOW (R) Utah
HON. WATKINS M. ABBITT (D) Virginia
HON. RICHARD H. POFF (R) Virginia
HON. CLEVELAND M. BAILEY (D) West Virginia
HON. ROBERT C. BYRD (D) West Virginia

**Senate—**

HON. EARLE C. CLEMENTS (D) Kentucky

**Interested Individuals and Organizations—**

C. M. MILLER, Kansas State Director of Vocational Education, representing the AVA
M. D. MOBLEY, Executive Secretary, AVA, (appeared with Mr. Miller)
J. WARREN SMITH, North Carolina State Director of Vocational Education
JOHN A. BAKER, Assistant to the President, National Farmers Union
RICHARD C. SHIPMAN, Member of the Executive Committee, National Farmers Union, and Acting President, Montana Farmers Union
WILLIAM RHEA BLAKE, Executive Vice President, National Cotton Council of America
MRS. ELIZABETH SWEENEY HERBERT, President, American Home Economics Association, and Household Equipment Editor, McCall's Magazine
J. T. SANDERS, Legislative Counsel, The National Grange
WADE G. MCCARGO, President, National Retail Dry Goods Association, with JOHN HAZEN, Washington Director in Charge of Government Affairs, National Retail Dry Goods Association
DR. H. H. LONDON, Head, Industrial Arts Department, University of Missouri (appeared with CONGRESSMAN THOMAS B. CURTIS of Missouri)
JAMES L. PATTON, Kentucky State Director of Vocational Education (appeared with CONGRESSMAN CARL D. PERKINS of Kentucky and had statement submitted by CONGRESSMAN FRANK CHELF of Kentucky)
HARRILL JONES, President of DECA until called into the Armed Services recently, submitted a statement that was presented by WADE G. MCCARGO
KENNETH W. INGWALSON, American Farm Bureau Federation, (statement inserted in record of hearings)
MOSES SOROLA (Statement submitted by CONGRESSMAN JOHN H. RAY of New York)

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### FROM AVA HEADQUARTERS

(*Continued from page 3*)

leaders insist that, should federal funds be cut 25 per cent, the program would be destroyed in many communities and seriously crippled in all parts of the nation. They fear that such a cut would demoralize the teachers and officials of the program, resulting in the lowering of morale and thus interfering with the effectiveness of vocational education.

**Commission to Study Grants-in-Aid Programs** Many leaders are wondering if the proposed cut of funds for vocational education is part of a general movement to eliminate various grants-in-aid to states. President Eisenhower recently asked Congress to authorize a commission to make an exhaustive study of federal-state fiscal relations. Legislation to carry out his request is now under consideration by National Congress.

In his message to Congress dealing with this subject, he pointed out that there are now more than 30 grants-in-aid programs which cost the federal government more than $20 billion annually and constituting about one-fifth of the states' revenues.

If these programs are to be studied prior to the establishment of some definite policy regarding various federal aid programs, it seems only reasonable and fair that vocational education be given an impartial investigation—a trial, if you please—before summarily cutting the program to shreds—which a 25 per cent cut would do.

**Let the People Know** What have you done to let the friends of vocational education in your community know about the drastic cut that has been proposed? Are they aware of the fact that such a cut will jeopardize the very existence of the program in many communities and undermine the effectiveness throughout the nation? Do they think enough of the program to fight for its continuance on a sound worthwhile basis? If they do, they should let their wish be known to our national law makers—and at once. Time is running out!

M. D. MOBLEY
*Executive Secretary*


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